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ABSTRACT

Synthesizing previous research, statements, and special reports calling attention to the unique problems associated with rural education, this paper presents definitions, statistics, and recommendations applicable to rural education and to Montana. Among the topics presented are: a contemporary definition of rurality (nonmetropolitan is posited as the more contemporary definition since its emphasis on rural experience encompasses more people--31.4% of the total U.S. population); tabular data describing U.S. population by place of residence (metro, nonmetro, rural nonfarm, and rural farm); discussion of the President's National Advisory Commission on Rural Poverty, "The People Left Behind"; tabular data re: the number of public school systems and the number of pupils enrolled by size of system in the U.S. (1975); discussion re: the lack of pre-school, vocational, and kindergarten education programs in rural areas; the retention of quality teachers and teacher education programs in rural areas; and maintaining and supporting quality facilities and instructional materials in rural areas. Demonstrating the degree to which rural education problems have not been addressed, this paper presents a brief but pointed statistical profile of education in Montana. Citing recommendations coming from the U.S. Office of Education's Task Force Report on Rural Education (establishment of a rural unit in USOE, development of a National Center for Rural Education, provision of funding for teacher incentive, shared services, and interstate councils, etc.), this paper asserts that implementation will achieve major goals for rural education. (JC)

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RURAL EDUCATION AND MONTANA

by

Lewis R. Tamblyn

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F O R E W A R D

This article was prepared at the request of the Montana Education Association for presentation to its officers and staff on Saturday, November 5, 1977. The thrust of the presentation was to present a current picture of rural education in the United States with specific reference to the state of Montana. With this background data it was hoped that the Montana Education Association would develop specific programs and services to the rural school teacher.

RURAL EDUCATION AND MONTANA

In a previous publication (5) I listed a series of recommendations for the 1970's if some of the major problems facing rural America were to be solved. I stated then that a strong national committment is needed which recognizes:

(a) that problems facing the urban United States cannot be resolved independently;

(b) that rural America exists;

(c) that it has serious problems;

(d) that its problems can and must be solved;

(e) that rural problems and urban problems must be attacked jointly; and

(f) that this joint attack is a national responsibility.

These problems are still with us. One of the reasons that we have failed to measure up to this challenge is that many people, some of whom should know better, keep insisting that "rural" is an anachronism of the past and is not relevent to today's world. This is constantly re-inforced every time the statement is made that "70% of the people in the U. S. live on 1% of the land mass." While this may be true, it continues to have a negitive effect in that it has tended to preclude a fair, unbiased consideration of our rural people, their problems and needs as well as devising strategies to solve these problems.

> "Although declinind, the rural population (as it is determined by established census definitions) still exceeds the combined population of America's 100 largest cities. It is large enough so that Rural America may be classified as the world's ninth largest country (only China, India, U. S. S. R., U. S., Japan, Indonesia, pakistan, and Brazil have total populations that exceed the rural population of the United States). No country in Europe, and only one in Latin America (Brazil), has a total population that exceeds the size of America's Rural Population" (Rural Education News 1970: Vol. 22, No. 1.).

Implicit in the nature of rural is a lower level of population density. Using density as a yardstick we get the following picture:

> The accepted minimum measurement of an urban environment is a population density of 1,000 or more per square mile. The measure of suburbanization is a population of 500 per square mile. Approximately one-third of the states, seventeen to be exact, do not contain a single county with a population density of 500 persons per square mile. Twenty-three states have a population density of less than 50 persons per square mile and thirty-seven states have a density of less than 100 persons per square mile"(Rural Education News, 1970: Vol. 22, No. 1.)

It is densities such as this that have given rise to the concept of the social costs of space.

According to the new urban-rural definition adopted for the 1970 Census, the urban population comprises all persons living in (1) places of 2,500 inhabitants or more incorporated as cities, boroughs, and villages and towns except towns in New England, New York, and Wisconsin; (2) the densely settled urban fringe, including both incorporated and unincorporated areas, around cities of 50,000 or more; and (3) unincorporated places of 2,500 inhabitants or more outside any urban fringe. The remaining pppulation is classisfied as rural. A similar definitions was used in 1960.

The rural population is divided into the rural-farm population, which comprises (1970) all rural residents living on places (a) of at least 10 acres that sold $50 worth of agricultural products in the reporting year, or (b) any rural place that sold at least $250 worth of agricultural products in the reporting year. The rural-nonfarm population is the remaining rural population.

Census definitions of rural and urban and farm and non-farm have largely lost their meanings, except for purposes of decennial comparisons. However, this may be a sufficient justification to continue their usage.

Dawson (1954), suggests that there are two clearly identifiable characteristics of Rural America even if one uses traditional definitions.

> The first is relatively low density of population. Rural people live in smaller groups and farther apart than city people. The second characteristic is that rural people are primarily engaged in farming, or extracting natural resources, or in processing resources of the immediate surroundings, or in performing services for people so engaged. This concept includes open country, farm villages and communities or people engaged in mining, lumbering, fishing, and related processing activities, and also the people engaged in personal, professional, and business services in such communities.

Non-Metropolitan--A Contemporary Definition of What is Rural

With the lack of reality in the established definitions of rural and urban, it would seem to make more sense to divide the population initially into metropolitan and non-metropolitan. These are fairly easy distinctions to make. Non-metropolitan or the new rural would be defined as in the 1970 Census as people and places outside of counties containing a city of 50,000 or more inhabitants. Such a definition would substantially increase the rural population. The Rural non-metropolitan population could then be arrayed by size of place including those living on farms.

When this is done the population of the United States by residence would be portrayed as in Table 1. Some 63.8 million would be rural-non-metropolitan. This is 31.4 percent of the total population. The metropolitan population would comprise 68.6 percent of the total U. S. population for 1970. A recent press report (Livingston County Press: 10/19/77) entitled " Rural Counties Show Sharp Gain", stated:

> "The study showed rural counties in the United States had a net gain of 1.8 million people from 1970 to 1975. This is a sharp contrast to the net loss of three million people in rural counties during the 1960's.
>
> Small towns offer more appeal and attraction to families today than ever before. They not only provide a welcome escape from the undesirable elements of city life, but offer an increasingly number of modern services and conveniences within their own small borders.

Table 1. — 1970 Population of the United States by residence: metro, nonmetro, rural nonfarm and rural farm 1/

	Metro	Nonmetro	Total
	Million		
Urban places of at least 50,000	73.3	—	73.3
All other urban population	49.7	26.3	76.0
Rural nonfarm (places of less than 2,500, open country, except farm)	14.9	30.7	45.6
Rural farm 2/	1.5	6.8	3/ 8.3
Total	139.4	63.8	203.2

1/ Residence definitions used in the 1970 Census. Rural figures are corrected and do not correspond to originally published Census figures.

2/ A farm is (a) a rural place of at least 10 acres that sold at least $50 worth of agricultural products in the reporting year or (b) any rural place that sold at least $250 worth of agricultural products in the reporting year.

3/ Note that this estimation of the farm population is significantly less than the 1970 count of 9.7 million as given in Current Population Reports, Farm Population, Series Census-ERS, P-27, No. 44, June 1973, p. 1.

Source: 1970 Census of Population. Developed in ERS, 1/24/74.

Figure 1 shows population growth, 1960-1970, within the metropolitan-non-metropolitan classifications. Fringe areas of large metro area grew most rapidly with a gain of 35.5 percent. Medium and small metro areas gained by 17.5 and 15.4 percent respectively while urbanized non-metro near an SMSA gained 12.3 percent. Rural and small city areas near a standard metropolitan statistical area (SMSA) gained only 4.0 percent. The same areas not near an SMSA lost slightly, 0.5 percent, and all rural not near an SMSA lost some 4.4 percent.

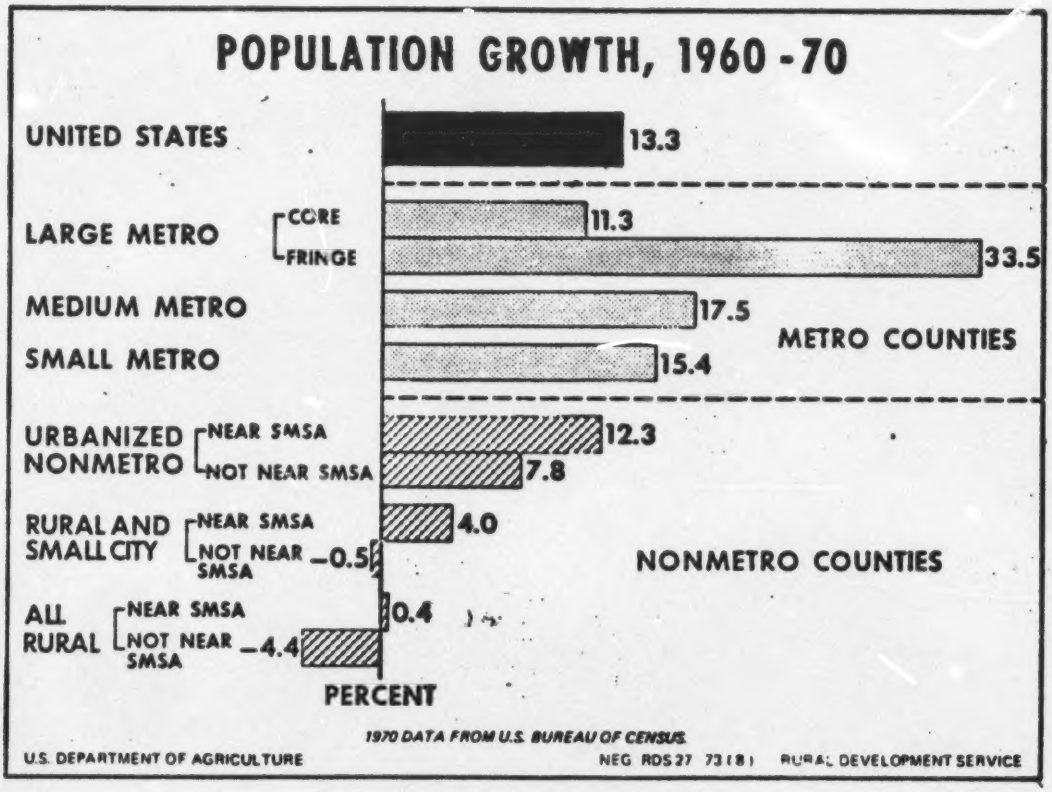

Fig.1

According to the Status of the American Public School Teacher 1975-6 when responding to the question "How would you describe the location of your school?" 45.5 indicated the location as Small Town (not urban) or rural. The following table illustrates this:

HOW WOULD YOU DESCRIBE THE LOCATION OF YOUR SCHOOL?

	TOTAL SAMPLE 1	SEX MEN 2	SEX WOMEN 3	AGE IN YEARS LESS THAN 30 4	AGE IN YEARS 30 - 39 5	AGE IN YEARS 40 - 49 6	AGE IN YEARS 50 OR MORE 7	EMPLOYMENT STATUS ELEMENTARY 8	EMPLOYMENT STATUS SECONDARY 9
INNER CORE OF CITY	170	55	115	53	47	32	32	93	77
%	12.5	12.2	12.7	10.6	12.3	12.4	15.5	14.1	11.0
OTHER PART OF CITY	190	69	121	62	47	58	23	94	95
%	14.0	15.3	13.3	12.4	12.3	22.4	11.2	14.2	13.6
SUBURBAN	381	126	255	123	118	85	50	180	201
%	28.0	28.0	28.1	24.7	30.8	32.8	24.3	27.3	28.8
SMALL TOWN (NOT SUBURBAN)	437	146	291	174	126	55	80	195	241
%	32.2	32.4	32.0	34.9	32.9	21.2	38.8	29.5	34.6
RURAL	181	54	126	86	45	29	21	98	83
%	13.3	12.0	13.9	17.3	11.7	11.2	10.2	14.8	11.9
TOTAL	1,359	450	908	498	383	259	206	660	697
	100.0	99.9	100.0	99.9	100.0	100.0	100.0	99.9	99.9
NO RESP	15	2	13	4	2	1	4	10	5

The following table reports the same data but refered to the geographical region of various types of schools.

HOW WOULD YOU DESCRIBE THE LOCATION OF YOUR SCHOOL?

	TOTAL SAMPLE 1	HIGHEST DEGREE BACHELOR OR LESS 2	HIGHEST DEGREE MASTER OR HIGHER 3	GEOGRAPHICAL REGION NORTH-EAST 4	GEOGRAPHICAL REGION SOUTH-EAST 5	GEOGRAPHICAL REGION MIDDLE 6	GEOGRAPHICAL REGION WEST 7	SIZE OF SCHOOL SYSTEM LARGE 8	SIZE OF SCHOOL SYSTEM MEDIUM 9	SIZE OF SCHOOL SYSTEM SMALL 10
INNER CORE OF CITY	170	97	73	40	44	47	39	108	55	7
%	12.5	11.5	14.3	13.3	14.5	11.7	11.0	32.8	8.4	1.9
OTHER PART OF CITY	190	109	80	36	34	43	75	115	71	4
%	14.0	12.9	15.7	12.0	11.9	10.7	21.2	35.0	10.9	1.1
SUBURBAN	381	200	181	107	58	103	113	83	270	28
%	28.0	23.6	35.4	35.5	19.1	25.6	32.0	25.2	41.4	7.4
SMALL TOWN (NOT SUBURBAN)	437	307	130	84	100	157	96	15	200	222
%	32.2	36.2	25.4	27.9	33.0	39.1	27.2	4.6	30.7	58.7
RURAL	181	134	47	34	65	52	30	8	56	117
%	13.3	15.8	9.2	11.3	21.5	12.9	8.5	2.4	8.6	31.0
TOTAL	1,359	847	511	301	303	402	353	329	652	378
	100.0	100.0	100.0	100.0	100.0	100.0	99.9	100.0	100.0	100.1
NO RESP	15	11	4	3	3	0	9	3	12	0

The President's National Advisory Commission on Rural Poverty stated in their report, The People Left Behind :

> "Rural adults and youth are the product of an educational system that has historically short-changed rural people. The extent to which rural people have been denied equality of education opportunity is evident from both the products of the educational system and the resources that go into the system. On both counts, the quality of rural education ranks low."

Additional findings of the Committee include:

(a) Schooling in low-income areas is as inadequate as incomes! Rural people generally have poore schooling and are more severely handicapped by lack of education than are city people. Few rural poor adults have attained the general rural average of 8.8 years of schooling.

(b) Low educational levels seem to be self-perpetuating. When the head of a rural poor family has no schooling, his children are handicapped in their efforts to get an education.

(c) Rural people, handicapped educationally, have an especially difficult time acquiring new skills, getting new jobs, or otherwise adjusting to society's increasing organizations.

(d) The rural poor who lack education either concentrate on low-paying jobs in rural areas or swell the ranks of the underemployed in urban areas.

(e) Many people in underdeveloped areas have developed a culture of poverty. The poor have a different set of values, for example, education to the middle class stands as a road to self-betterment, but to some poor it has become an obstacle to surmount until one can go to work.

(f) In 1960, more than 700,000 adults in rural America had never enrolled in school. About 3.1 million have had fewer than five years of schooling and could be classified as functional illiterates, and more than 19,000,000 had not completed high school. More than 213 million rural young people (aged 14 through 24) had left school before graduation. About 8.7 percent (some 199,000) had completed fewer than five years of school. Only 11 percent of the rural adult population had enrolled in college, compared with 19 percent of urban America.

One of the remarkable features of education in the U. S. has been the school consolidation phenomenon. In the past four decades there has been a drastic reduction in the number of school districts from more than 127,000 in 1932 to 16,330 in 1975. The following table illustrates this decline:

Number of School Districts

Year	Number
1932.	.127,649
1948.	.105,971
1953.	67,075
1961.	36,402
1970.	17,498
1975.	16,330

Despite all the re-organizing to date almost 30% of the schools enrolled fewer than 300 students, over 75% of them have an enrollment of less than 2,500. Most of these schools are located in rural areas.

Number of public school systems and number of pupils enrolled, by size of system: United States, fall 1975

Enrollment size[1]	School systems		Pupils enrolled	
	Number	Percent	Number (in thousands)	Percent
1	2	3	4	5
Total	16,330	100.0	[3]44,232	100.0
25,000 or more	187	1.1	12,533	28.3
10,000 to 24,999	555	3.4	8,071	18.2
5,000 to 9,999	1,126	6.9	7,820	17.7
2,500 to 4,999	2,050	12.6	7,153	16.2
1,000 to 2,499	3,467	21.2	5,683	12.8
600 to 999	1,860	11.4	1,454	3.3
300 to 599	2,297	14.1	1,005	2.3
1 to 299	4,464	27.3	513	1.2
None[2]	324	2.0	0	0

[1] Based on the number of pupils enrolled in fall 1975.
[2] Systems not operating schools.

NOTE.—The above data on school systems and enrollment differ slightly from those published in *Statistics of Public Elementary and Secondary Day Schools, Fall 1975.*

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Education Directory, Public School Systems, 1975-76.*

Of the 44,232,000 pupils enrolled in public elementary and secondary schools, over 8½ million of them attend schools enrolling fewer than 2,500 students.

The primary challenge in Rural Education is to drastically improve the quality of its educational offerings and make it relevant for those who will remain in the community and for those who will migrate to the urban areas.

Pre-school and kindergarten programs are not readily availabe in rural areas. For the country as a whole, accessibility to kindergarten is in direct proportion to community size. For five year olds in 1968, 71 percent of those living in urban areas were enrolled in kindergarten. However, in non-metropolitan areas, only 56 percent attended kindergarten.

Rural schools generally need to be stimulated into giving more attention to the needs of disadvantaged youth. This implies more individualized instruction, realistic, sympathetic counseling together with a curriculum which is more relevant to the needs of children. Irrelevant curricula, unresponsiveness to student needs, inadequate preparation in academic and marketable skills, help to drive youth out of school. Students attending rural schools tend to drop out more often and earlier than is true for urban youth.

For those who are potential drop-outs as well as for the majority of rural students who do not plan on going to college, job preparation is necessary. Yet a recent study indicated that only eight percent of those not college bound had received any high school vocational training. For youth in rural areas, the job situation is further complicated since for every 18 rural youths reaching working age, only ten jobs are available in their home communities.

Those rural youths who move to the city find themselves ill-equipped in the competition for urban jobs. In school, rural youth's only exposure to occupational exploration and guidance as well as to general and vocational education has been unrelated to today's job market, much less tomorrows'. The President's Committee on Vocational Education in 1963 found that industrial and distributive courses were almost non-existent in rural schools. In many rural high schools, vocational education offered tends to be limited to courses in agriculture and home economics. In numerous cases, rural students have been encouraged to enroll in vocational agriculture when job opportunities are limited and diminishing. Approximately 70 percent of the enrollment in vocational ag-

riculture is in production agriculture courses, although projected employment of farms and farm laborers for 1975 will be down 22 percent from the 4.1 million in 1965.

A major emphasis of a realistic program of vocational education should be the development of careers for tomorrow, including those in the general area of health, education and welfare. Some of the human service occupations require relatively little formal training and would be most appropriate for disadvantaged youth with poor educational backgrounds. Skills acquired in training for such careers have the advantage of being marketable in rural and urban areas.

Because of the uncertain future facing rural youth, rural schools "should orient students to a cluster of occupations rather than...for a specific job... Work study programs should be extended to all rural communities. This training would assist rural students, locate jobs, and create a pool of skilled manpower which in turn could lure new industry into the rural community.

Small rural schools often have difficulty providing effective vocational programs because qualified instructors and adequately equipped shops are rare in such schools. Regional vocational schools need to be established whereby students could attend on a part-time basis while continuing their education at the local high school. These area schools would share facilities as well as vocational personnel among the participating high schools.

In view of the fact that over one-third of all rural adults have had less than eight years of formal schooling, it is imperative that the recommendation of the "President's Commission on Rural Poverty" become a reality. The committee stated "that the federal and state governments step up present efforts to eliminate illiteracy and increase the level of general education among adults, and that other institutions and agencies serving rural people, such as churches, community organizations, business organizations, labor unions, cooperative extension service, and agricultural agencies, be enlisted in support of these programs."

By and large, rural schools fail to attract and retain good teachers. While there are many fine, dedicated and competent teachers serving rural schools, their proportion is far too small and their impact rather limited. To attract and retain competent teachers in rural areas will require extensive, massive and deliberate efforts in recruitment, basic preparation, on-going in-service education, higher salaries, and adequate facilities, equipment and instructional materials.

The first problem in improving the quality of rural education partly stems from the available clientele. Two major groups are represented: natives seeking initial employment and outlanders seeking temporary employment--typically wives of graduate students in nearby colleges and universities and wives of military personnel from nearby bases. Not only do the rural people tend to seek teaching certificates through small institutions of higher education near home, but the more aggressive and ambitious of these tend to seek their first teaching assignment elsewhere. Those who remain to teach in rural schools are likely to be less adventurous and less ambitious. Some years ago a study conducted by the U. S. Office of Education of Higher Education in South Dakota found that only 39 percent of the state's college graduates entered teaching in South Dakota. There was evidence which indicated that many of the more competent were those who took their initial teaching assignments in Minnesota, California, and New York. Ambition and salary were prime factors. Wives of graduate students and of military personnel are definitely temporary teachers. Many leave the school system during the school year because of their husbands being transferred. Most of those with adequate teacher preparation and even with experience are not prepared for rural conditions nor for the rural point of view.

The net effect is that much of the clientele most readily available to staff rural schools lack drive, permanence and relevant preparation. One antidote is an aggressive and systematic effort to recruit and challenge a large proportion of our most competent and dedicated youth to prepare for teaching careers in

rural America. This will require better salaries, and more readily available opportunities for continuing study and professional growth.

This in turn leads to other problems. Too many four-year institutions that prepare rural teachers are "suitcase colleges." They tend to be small and cannot command the exciting curricular and co-curricular programs that challenge scholars today. Consequently, students tend to go home for weekends when they should be exploring the stimulating cultural, intellectual and recreational resources available on campus.

This raises another closely allied problem. Although many competent dedicated professors do settle in such institutions and contribute to society, the more ambitious and aspiring staff members tend to graduate to the larger more prestigious institutions. A massive campaign on rural values and ways of life, as well as enrichment of facilities, cultural opportunities and salary to attract and retain a larger proportion of high quality staff in rural oreinted colleges will be required. Although this is a difficult challenge, it is not impossible. Rather it is a matter of commitment. Many of the more significant institutions of higher education are both small in enrollment and located in non-urban areas. They are not provincial in outlook but rather dynamic centers of learning which attract able students and employ faculty from far and wide. Basic preparation received in these institutions by future rural teachers under outstanding professors are an essential ingredient if we are to meet the challenge.

Also required is a program designed for the continued professional growth and development for rural teachers. This means that there must be increase opportunities for financially supported in-service workshops, for summer study and sabbatical leave. While the enrolling legislation exists under the Education Profession Development Act, current level of funding is woefully inadequate to meet the national scope of the problem, plus the fact that a large proportion of the funding is basically urban-oriented so rural teachers are left out.

Ways must be found to remedy the salary problems facing rural teachers. People tend to gravitate toward school systems with higher salaries and better working conditions. If we really want better teachers to staff our rural schools, we must pay a premium over and above the regualr salary schedule. This is done in Yugoslavia and appears to work.

A far more complicated cost-based problem is that of facilities, equipment and instructional materials. Aside from funding, the problem relates to the proposition that equipment and materials are needed even if for a few pupils. As grest a variety of science equipment, for example, is required for a school enrolling 100 as for a school enrolling 1,000 students. Thus the per pupil cost of equipment in the small school is appreciably higher and in turn are financially less able to provide it. Mobile laboratories are one possible answer. Instructional TV is another. At any rate adequate means of instruction, even though expensive in rural schools must be provided, not just to educate children, but also to satisfy and retain the most competent teachers. Otherwise they will go where the resources are. Again, Yugoslavia is a good example. There was a time when her scholars trained abroad refused to return home. Now Yugoslavia's institutions of Higher Education are able to compete with Germany, Great Britian, the U. S. A. and the U. S. S. R. to provide the best of equipment and laboratory resources, and they are attracting their scholars home again. We could learn from this, if we only wanted to.

Solving the problem of recruiting and holding highly competent teachers in rural America is a matter of commitment and dedication. Once this basic decision is made, legislation and monies will follow. The prime reason we are caught in this dilemma comes from insufficient concern from all levels of government, the educational enterprise, professional agencies and organizations and from the public. A massive effort is called for to change attitudes, recruit with challenges and opportunities, sharpen basic preparation, provide effective programs of inservice education, make rural oriented colleges attractive to college pro-

fessors, and provide excellent facilities, equipment and instructional materials in rural schools and colleges alike.

With this background data on rural America, let's draw a profile of Montana. According to available data the following information may assist us in understanding education in Monatana as well as strengths and weaknesses of the state support for education.

(1) Montana has a population of 746,000 which ranks it as number 43 of the 50 states. The percentage of increase in population between 1970-76 was 8.4% for a rank of 16 as compared to other states. The percentage average increase for the United States as a whole was 5.6%.

(2) According to 1970 data; 13% of Montana's population was classified as a "farm population."

(3) The population is 5 people per square mile. This ranks Montana 48 out of the 50 states. The average for the United States is 60 persons per square mile. The range was from 0.6 to 975 persons per square mile.

(4) With its 588 school districts, Montana ranks 9 among the states. The range in the states is from 1 school district in Hawaii to Nebraska 1,120 school districts.

(5) Its per capita income of $5,422 ranks Montana 31. The average for the United States is $5,902 with a range of $4,052 to $9,448.

(6) Montana's percent per capita personal income as a percent of the National Income is 91.9, or a rank of 31.

(7) The percapita expenditures of state and local government for highways is $162.22 for a ranking of 8. The average for the United States is $105.70. The range is from $48.31 to $415.47.

(8) The cost of transporting school children in Montana is $56 per child, or a ranking of 10. The Unites States average is $44.

(9) The salary data for 1976 shows that the average teacher's salary was $12,056 as compared to a national average of $13,297. The average

for the Rocky Mountain Region was $12,291; Colorado--$12,750; Idaho--$10,987; Utah--$12,170 and Wyoming $12,778.

(10) Using 1973-74 data, Montana had 650 operating local school systems, 178 school superentendants, 79 assistant to superentendants, 9,767 instructional staff, serving 172,000 students. Two local school districts enroll 10,000 to 25,000; two school districts enroll between 5,000 and 9,999 pupils; nine school districts enroll between 2,000 and 4,999 pupils; fifteen school districts have between 1,000 and 2,499 pupils; eighteen local school districts enroll between 600 and 900 pupils; fifty-one school districts serving 300 to 599 pupils each; 553 school districts enrolling fewer than 300 pupils and thirty-two non-operating school districts. There are 151 one-teacher schools.

Attached to this presentation are selected "Statistics of State School Systems 1973-74," available through the National Center for Education Statistics.

The earlier recommendations for the 70's is still a most fitting concluding statement.

The Recomendations of the U. S. Office of Education's "Task Force Report on Rural Education" should be implemented. The principle recommendations of the Task Force are:

(a) Establish a rural unit in the United States Office of Education.

(b) Develop and adequately fund a National Center for Rural Education.

(c) Establish one or more model rural schools.

(d) Induce the various states to take appropriate action.

(e) Provide incentive funds to teachers in rural areas.

(f) Provide incentive funds for shared services.

(g) Provide funds to support interstate councils or commissions.

National Teacher Associations Must:

(a) Aggressively propose, promote and support national legislation

which will improve education, with fair equitable treatment of the rural segment of society, strengthen the rights of all teachers, and enhance educational opportunities for all children, youth, and adults.

(b) Become the spokesmen for the future by gathering and disseminating information which will aid in attacking the crucial problems facing rural education.

(c) Provide the leadership to assist all educators to higher levels of professional performance, with recognition of the unique concerns of rural educators.

(d) Apportion part of their resources to assist local teacher associations to design and implement "Model Programs" with special emphasis on the unique concerns of rural educators.

(e) In cooperation with state and local education associations, provide technical assistance to strengthen local teacher associations.

State and Local Teacher Associations must:

(a) Guarantee equitable representation of teachers working in rural areas in policy making functions

(b) Assure and adequate voice for rural people in developing community-school relationships.

(c) Seek legislative remedies for equalizing the tax burden to assure equitable taxes.

Most of the deficiencies in rural education stem from a combination of problems associated with personal poverty, community isolation, limited public services, lack of leadership, and the concomitant of these factors--insufficient taxable resources to support educational services and programs which are avail-

able in other parts of the country.

If these recommendations are implemented, a number of goals for rural education will be achieved.

(a) Equalization of opportunity, through improved course offerings and the extension of education to both pre-school children and adults; through more and better qualified staffs; through adequate facilities, materials and supplies; and through expanded technical assistance to rural communities by the Office of Education.

(b) Improved research, experimentation, evaluation, and development of new practices through the establishment of regional education agencies and a National Center for Rural Education; and through a unit in the Department of Health, Education and Welfare which would coordinate and stimulate Federal programs pertinent to rural education.

(c) Fiscal and organizational reform through the redistribution of funds based on the incidence of poverty and other factors affecting the schools' financial need; and through the reorganization of school districts into agencies of optimum size, where practical.

(d) Increased relevance to educational needs and fuller community participation in education through the modernization of the rural schools' curricula and through the development of closer rapport between the schools and the community.

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APPENDIX I

SELECTED STATISTICS of STATE SCHOOL SYSTEMS 1973-74

Compiled by

Then National Center for Educational Statistics

STATISTICS

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HIGHLIGHTS

Enrollment.—In the 1973-74 school year, 45,409,000 pupils were enrolled in 88,700 public elementary and secondary schools.

High school graduates.—Public high schools graduated 2,762,000 students in 1973-74, representing 76 percent of the class which had entered grade 9 in 1970-71.

Instructional staff.—Instructional staff in public elementary and secondary schools numbered 2,425,000 in 1973-74, an increase of 4.5 percent over the number in 1971-72. During the same period, enrollment decreased by 1.5 percent.

School systems.—Local school systems continued to consolidate, with the number of systems decreasing from 17,300 between 1971-72 and 1973-74.

Revenues.—In 1973-74, public school systems received $58.2 billion (mainly income from appropriations and taxes), with 50.1 percent derived from local sources, 41.4 percent from State sources, and 8.5 percent from the Federal Government.

Expenditures.—In 1973-74, public school systems expended $57.0 billion, with 87.8 percent for current expenditures, 81.7 percent for capital outlay, and 2.7 percent for interest on the school debt.

Average salary.—Average annual instructional salary in public elementary and secondary schools was $11,185 in 1973-74. The salary in the State (Alaska) with the highest average ($16,053) was more than twice that in the State (Mississippi) with the lowest average ($7,865).

Current expenditure per pupil.—The current expenditure per pupil in average daily attendance was $1,207 in 1973-74. For individual States, averages ranged from $780 (Mississippi) to $2,053 (Alaska).

Pupil transportation.—In 1973-74, 21.3 million pupils were transported to and from school at a cost of $1.9 billion, representing a 23.2 percent increase above the 1971-72 expenditure. This averaged $87 per pupil transported.

Capital outlay.—Capital expenditures by local school systems and school building authorities for sites, buildings, and new equipment were $5.0 billion in 1973-74; in 1971-72, they were $4.5 billion.

School debt.—Reflecting the large amounts borrowed in recent years for school construction, interest payments on the school debt in 1973-74 were $1.5 billion; the outstanding indebtedness at the end of the year was $37.7 billion.

Percent change in selected data for public elementary and secondary schools: United States, 1971-72 to 1973-74

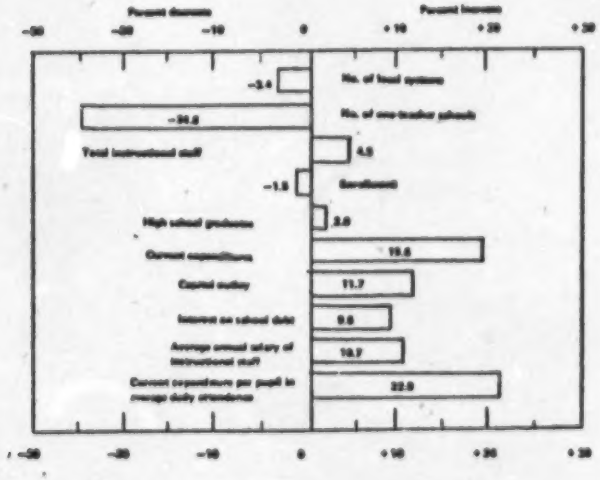

TABLE I

.--Number of intermediate administrative units, board members, and staff, by State: United States, 1973-74

State	Number of intermediate administrative units 1/	Members of board of education	Personnel of intermediate administrative units (full-time equivalents							
			Instructional personnel							
			Superintendents and other administrative staff	Consultants or supervisors of instruction	Guidance personnel	Psychological personnel	Attendance officers and visiting teachers	Health personnel	Secretarial and clerical personnel	Other employed personnel
1	2	3	4	5	6	7	8	9	10	11
United States 2/	1,078	2,837	1,628	964	166	449	284	166	1,149	4,485
Arizona 3/	14	—	45	—	—	—	—	—	—	—
Arkansas	72	360	52	—	—	—	3	—	39	—
California	53	334	180	515	41	168	(4/)	81	—	4/2/3,148
Colorado	5	—	5	—	—	—	—	—	—	—
Illinois	102	—	172	9	2	3	21	6	166	28
Indiana	9	70	6	—	—	—	—	—	47	—
Iowa	72	360	58	53	10	150	—	5	144	418
Michigan	58	335	58	(4/)	(4/)	(4/)	(4/)	(4/)	(4/)	(4/)
Mississippi	11	55	11	—	—	—	—	—	27	43
Montana	56	—	56	—	—	—	—	—	—	—
Nebraska	93	—	91	7	—	—	2	1	56	3
New Hampshire	37	497	71	6	1	—	—	8	121	—
New Jersey 2/	21	—	21	83	—	28	—	—	—	—
North Dakota	53	—	67	10	—	—	—	5	28	23
Oklahoma	77	—	119	6	—	—	—	—	—	—
Oregon	29	203	66	121	7	4	8/242	1	142	288
Texas	231	2/ 130	411	2/ 85	2/100	—	2/ 10	2/ 55	2/ 107	2/ 93
Vermont	55	(4/)	(4/)	(4/)	(4/)	(4/)	(4/)	(4/)	(4/)	(4/)
Washington	12	84	35	51	—	19	2	—	120	151
Wisconsin	19	209	104	22	5	77	5	4	112	300

1/ Includes supervisory and superintendency units in two States (New Hampshire and Vermont).
2/ Data are for the 20 States having intermediate administrative units between the State education agency and local school systems.
3/ Data for personnel other than the superintendents are not available.
4/ Data for column 8 included in column 11.
5/ Data include 2,775 principals and teachers of the special schools operated by the county superintendents.
6/ Does not include personnel classified as employees of local education agencies, included in table 4.
7/ Data for 1971-72 school year.
8/ Data include teachers of special education.

TABLE II

.—Board members and staff of State boards of education and staff of State departments of education, by State: United States, 1973-74

State	Board members and staff of State boards of commissions of education (including State boards of vocational education)				Staff of State departments of education					
	Total	Board members 1/	Professional staff	Secretarial and clerical assistants	Total	Chief State school officers and administrative staff	Professional staff on statewide basis	Regional and district supervisory staff	Secretarial and clerical assistants	Operation and maintenance force
1	2	3	4	5	6	7	8	9	10	11
United States	1,016	567	259	190	2/22,394	1,325	8,735	1,744	10,129	461
Alabama	9	9	—	—	426	7	163	67	190	—
Alaska	8	7	—	1	134	10	53	—	71	—
Arizona	11	9	—	2	253	17	119	1	116	—
Arkansas	9	9	—	—	254	9	56	50	125	16
California	14	10	1	3	1,106	100	3/ 545	(3/)	461	—
Colorado	101	14	52	35	150	18	66	—	66	—
Connecticut	9	9	—	—	462	19	125	26	292	—
Delaware	8	8	—	—	116	11	55	—	50	—
District of Columbia	—	—	—	—	—	—	—	—	—	—
Florida	8	7	—	1	787	11	362	68	346	—
Georgia	11	10	—	1	1,047	19	286	170	538	34
Hawaii	13	11	—	2	713	21	152	232	308	—
Idaho	57	9	22	26	127	55	—	—	72	—
Illinois	144	30	79	35	987	17	360	112	449	49
Indiana	30	27	—	3	358	42	174	22	120	—
Iowa	9	9	—	—	283	40	82	5	155	—
Kansas	12	10	1	1	176	31	61	12	71	1
Kentucky	8	7	—	1	589	48	254	57	158	72
Louisiana	12	12	—	—	623	8	226	44	345	—
Maine	9	9	—	—	192	22	82	1	87	—
Maryland	8	7	—	1	404	18	4/ 386	—	(4/)	—
Massachusetts	31	11	7	13	5/ 684	72	5/ 250	(3/)	344	18
Michigan	14	10	1	3	510	21	307	—	182	—
Minnesota	9	9	—	—	408	9	303	25	171	—
Mississippi	5	5	—	—	307	14	117	8	168	—
Missouri	8	8	—	—	294	11	102	47	134	—
Montana	11	10	—	1	155	10	72	—	73	—
Nebraska	8	8	—	—	196	8	109	—	79	—
Nevada	9	9	—	—	100	7	42	—	51	—
New Hampshire	7	7	—	—	188	9	79	—	100	—
New Jersey	14	6/14	—	—	736	7/ 8	7/ 314	7/ 32	7/382	—
New Mexico	10	10	—	—	225	5	118	—	102	—
New York	24	15	1	8	1,967	142	629	55	997	144
North Carolina	13	13	—	—	958	98	419	7	434	—
North Dakota	41	8/ 7	22	12	85	24	7	8	44	2
Ohio	24	23	—	1	505	18	217	33	237	—
Oklahoma	14	11	1	2	415	21	104	142	148	—
Oregon	8	7	—	1	248	39	95	—	109	5
Pennsylvania	20	17	1	2	969	22	322	—	625	—
Rhode Island	17	15	1	1	216	9	112	18	77	—
South Carolina	17	17	—	—	479	22	210	88	159	—
South Dakota	7	7	—	—	134	7	51	9	67	—
Tennessee	17	15	1	1	675	57	92	176	258	92
Texas	25	24	—	1	869	55	319	109	365	21
Utah	11	11	—	—	201	17	93	—	91	—
Vermont	7	7	—	—	161	10	66	42	43	—
Virginia	9	9	—	—	502	21	262	20	199	—
Washington	18	15	1	2	251	10	144	2	95	—
West Virginia	11	11	—	—	239	19	87	23	110	—
Wisconsin	110	12	68	30	426	23	177	—	219	7
Wyoming	9	9	—	—	103	14	10	33	46	—

1/ Includes ex officio members. Unless otherwise noted, serve as members of both the State board of education and the State board of vocational education.
2/ Excludes personnel for supplementary services in other programs operated by State departments of education (State library, museum, teacher retirement systems, etc.).
3/ Data for column 9 included in column 8.
4/ Data for column 10 included in column 8.
5/ Data include approximately 170 personnel for supplementary services in other programs (see footnote 2).
6/ Source: New Jersey School Directory for 1973-74.
7/ Data are for the 1971-72 school year.
8/ Source: North Dakota Educational Directory for 1973-74.

TABLE 111

Number of local education agencies (school systems), by size of enrollment and by State: United States, fall 1973

State	Total	Operating systems, by size of enrollment 1/								Non-operating systems 2/
		25,000 or more	10,000 to 24,000	5,000 to 9,999	2,500 to 4,999	1,000 to 2,499	600 to 999	300 to 599	Under 300	
1	2	3	4	5	6	7	8	9	10	11
United States	16,338	186	562	1,146	2,025	3,482	1,898	2,316	4,723	360
Alabama	126	5	5	32	46	34	3	1	--	--
Alaska	32	1	1	1	3	3	2	6	15	--
Arizona	276	3	8	13	16	49	34	45	108	15
Arkansas	383	1	3	11	20	68	68	115	97	2
California	1,045	26	83	105	106	165	88	138	334	--
Colorado	181	4	10	6	14	34	19	36	58	--
Connecticut	165	1	16	25	34	45	11	20	13	--
Delaware	24	--	3	7	9	4	1	--	--	--
District of Columbia	1	1	--	--	--	--	--	--	--	--
Florida	67	13	15	12	15	10	2	--	--	--
Georgia	188	9	8	26	59	69	11	6	--	--
Hawaii	1	1	--	--	--	--	--	--	--	--
Idaho	115	--	2	7	11	23	22	20	30	--
Illinois	1,057	3	20	30	99	277	191	196	221	3
Indiana	304	5	18	23	75	143	21	13	6	1
Iowa	451	1	6	13	22	102	130	153	24	--
Kansas	309	3	1	7	20	58	84	86	30	--
Kentucky	188	3	3	24	55	69	16	15	3	--
Louisiana	66	7	13	24	14	6	--	--	--	--
Maine	230	--	1	4	16	67	14	31	97	34
Maryland	24	6	9	5	4	--	--	--	--	--
Massachusetts	356	3	16	47	77	84	45	32	52	40
Michigan	593	6	25	59	103	210	71	36	83	5
Minnesota	438	4	11	23	33	108	96	121	42	4
Mississippi	150	1	4	17	37	63	7	1	--	--
Missouri	576	3	14	21	30	110	97	119	182	--
Montana	650	--	2	2	9	15	18	51	533	32
Nebraska	1,281	2	1	5	9	25	39	111	1,089	75
Nevada	17	2	--	1	3	5	3	--	3	--
New Hampshire	134	--	2	3	11	31	21	24	64	11
New Jersey	579	3	18	34	97	139	80	88	80	22
New Mexico	88	1	4	6	14	13	13	12	21	--
New York	734	5	39	90	154	244	81	68	53	17
North Carolina	150	6	25	44	47	26	2	--	--	--
North Dakota	336	--	2	2	4	9	25	45	229	31
Ohio	621	7	20	72	169	367	67	13	6	--
Oklahoma	637	2	4	8	20	67	76	149	311	--
Oregon	338	1	4	14	28	46	35	43	167	1
Pennsylvania 3/	504	2	29	84	191	178	18	2	--	--
Rhode Island	40	--	3	3	15	6	3	3	1	--
South Carolina	93	3	13	21	20	31	3	2	--	--
South Dakota	220	--	2	1	8	22	35	45	82	11
Tennessee	146	4	9	36	41	33	11	11	1	--
Texas	1,120	16	34	41	94	207	153	227	348	3
Utah	40	4	4	5	8	8	5	4	2	--
Vermont	245	--	--	1	3	21	22	46	150	27
Virginia	136	9	14	28	40	37	2	3	1	4
Washington	314	5	12	23	32	31	45	50	96	--
West Virginia	55	1	11	19	10	14	--	--	--	--
Wisconsin	434	3	11	17	49	151	100	75	28	--
Wyoming	60	--	2	--	7	15	6	12	18	--

1/ Source: Education Directory of Public School Systems, 1973-74 (OE-74-11701).
2/ Source: Statistics of Public Elementary and Secondary Day Schools, Fall 1973 (74-135).
3/ Includes jointures (two or more school systems combined for the purpose of operating schools), each counted as a single administrative unit.

TABLE IV

.—Number of local education agencies (school systems), board members, and staff, by State or other area: United States, 1973-74

State or other area	Number of local school systems	Total board members and staff	Board of education members	Administrative personnel: Superintendents	Administrative personnel: Assistants to superintendents	Instructional staff (from table 10)	Noninstructional staff (from table 14 and 15)
1	2	3	4	5	6	7	8
United States	1/16,700	3,818,643	95,547	2/12,892	23,012	2,425,445	1,261,747
Alabama	126	59,607	643	122	120	36,542	22,180
Alaska	32	7,325	152	43	17	4,532	2,581
Arizona	291	38,935	899	137	504	23,652	13,743
Arkansas	385	36,674	2,060	366	127	22,157	11,964
California	1,045	352,380	5,270	673	1,956	221,020	123,439
Colorado	181	51,225	999	175	563	29,833	19,655
Connecticut	165	42,800	1,327	145	742	40,586	NA
Delaware	24	10,539	158	26	134	7,160	3,041
District of Columbia	1	12,891	11	1	24	8,436	4,439
Florida	67	145,020	339	67	174	79,522	64,918
Georgia	188	90,163	1,127	188	256	56,623	31,969
Hawaii	1	12,253	(3/)	(3/)	(3/)	8,781	3,472
Idaho	115	15,010	569	106	67	9,343	4,925
Illinois	1,060	197,773	7,300	1,029	1,715	125,119	62,610
Indiana	305	96,991	1,648	280	938	55,435	38,690
Iowa	451	63,401	2,396	451	208	36,308	24,040
Kansas	309	46,308	2,170	286	219	20,880	14,753
Kentucky	188	58,897	950	189	158	34,894	22,706
Louisiana	66	73,600	686	66	673	42,807	29,368
Maine	286	18,270	1,701	129	77	12,378	3,985
Maryland	24	76,510	150	24	150	48,322	27,864
Massachusetts	396	104,424	2,042	316	424	70,609	31,033
Michigan	598	167,704	3,235	532	2/1,329	108,514	54,094
Minnesota	442	79,218	2,775	424	770	48,376	26,873
Mississippi	150	45,713	750	150	293	26,249	18,271
Missouri	576	89,644	3,441	459	434	53,981	31,329
Montana	682	13,160	3,136	178	79	9,767	NA
Nebraska	1,336	34,086	4,743	338	72	19,515	9,418
Nevada	17	10,143	106	17	33	6,279	3,708
New Hampshire	167	12,683	761	8	15	8,673	3,226
New Jersey	601	140,947	4,595	431	796	93,667	41,458
New Mexico	88	23,122	435	88	166	13,636	8,797
New York	751	337,168	4,881	703	4,718	217,489	109,377
North Carolina	150	94,987	905	151	217	56,459	37,255
North Dakota	367	13,498	1,711	253	56	7,888	3,590
Ohio	621	174,007	3,485	694	343	115,726	53,559
Oklahoma	637	51,618	2,832	454	184	32,201	15,947
Oregon	339	46,530	1,835	246	554	27,700	16,195
Pennsylvania	4/504	200,302	4,557	519	990	126,748	67,488
Rhode Island	40	15,280	228	36	49	10,807	4,160
South Carolina	93	34,646	1,030	109	274	22,805	428
South Dakota	231	15,736	1,316	170	55	9,213	5/4,982
Tennessee	146	71,783	944	146	444	42,473	27,776
Texas	1,123	218,307	6/8,099	983	129	148,401	60,695
Utah	40	21,287	302	40	47	13,932	7,046
Vermont	272	11,203	1,161	55	184	7,063	2,740
Virginia	138	95,108	766	129	515	62,221	31,477
Washington	314	59,893	1,487	244	292	39,834	18,036
West Virginia	55	35,729	275	55	320	20,830	14,249
Wisconsin	7/436	85,503	3,890	407	158	56,639	25,411
Wyoming	60	8,640	369	52	42	5,400	2,777
Outlying areas:							
Canal Zone	1	784	—	1	6	666	111
Guam	1	2,652	9	1	11	1,425	1,208
Virgin Islands	1	2,126	—	—	—	1,365	761

1/ Source: Statistics of Public Elementary and Secondary Day Schools, Fall 1973 (74-155). Of this number, 360 systems did not operate schools.
2/ Includes full-time equivalents for part-time superintendents.
3/ Reported in table 2 with State personnel.
4/ Includes jointures (two or more systems combined for purpose of operating schools), each counted as a single administrative unit.
5/ Data partially reported.
6/ Data are for 1971-72.
7/ Previously published data have been revised.

TABLE V

.—Number of local education agencies (school systems), operating and nonoperating, by State or other area: United States, various years, 1931-32 to 1973-74

State or other area	1931-32	1937-38	1947-48	1957-58	1967-68	1969-70	1971-72	1973-74
1	2	3	4	5	6	7	8	9
United States 2/	127,531	118,892	94,926	47,594	22,010	19,169	17,289	16,708
Alabama	112	112	108	112	118	118	134	126
Alaska	(17)	—	(21)	(26)	27	28	29	32
Arizona	300	280	242	309	297	296	297	292
Arkansas	3,193	3,060	1,589	422	395	387	387	385
California	3,589	2,993	2,411	1,818	1,105	1,082	1,060	1,045
Colorado	2,081	2,026	1,644	947	181	181	181	181
Connecticut	161	169	173	173	179	182	169	165
Delaware	126	15	134	99	51	26	26	26
District of Columbia	1	1	1	1	1	1	1	1
Florida	67	67	67	67	67	67	67	67
Georgia	272	298	189	198	195	191	189	188
Hawaii	—	—	(1)	(1)	1	1	1	1
Idaho	1,418	1,213	959	133	117	115	115	115
Illinois	12,070	11,957	9,439	1,861	1,315	1,227	1,145	1,062
Indiana	1,292	1,158	1,090	3/ 1,028	395	324	317	305
Iowa	4,870	4,873	4,711	3,303	474	454	452	451
Kansas	8,748	8,652	5,643	2,984	336	311	311	309
Kentucky	384	270	246	216	199	193	190	188
Louisiana	66	67	67	67	66	66	66	66
Maine	518	510	114	499	273	290	293	256
Maryland	24	24	24	24	24	24	24	24
Massachusetts	355	355	351	345	406	428	410	396
Michigan	6,965	6,471	5,186	2,500	718	644	623	598
Minnesota	7,773	7,693	7,518	3,084	1,150	865	445	442
Mississippi	5,560	4,954	4,120	151	149	148	150	150
Missouri	8,764	8,764	8,326	2,629	815	720	630	576
Montana	2,439	2,083	1,522	1,166	840	778	741	682
Nebraska	7,244	7,046	6,900	4,663	2,172	1,880	1,526	1,356
Nevada	266	325	180	17	17	17	17	17
New Hampshire	244	241	240	229	183	171	167	167
New Jersey	558	557	561	580	593	592	597	611
New Mexico	98	102	104	97	90	89	89	88
New York	9,467	7,559	4,609	1,492	853	760	758	731
North Carolina	200	149	172	174	160	152	152	150
North Dakota	2,228	2,273	2,267	1,968	498	435	388	367
Ohio	2,043	1,732	1,579	1,092	691	639	625	621
Oklahoma	4,933	4,628	2,712	1,432	949	685	653	637
Oregon	2,234	2,133	1,363	675	376	350	341	339
Pennsylvania	2,587	2,582	2,540	3/5/ 1,961	3/ 597	3/ 607	3/ 512	3/ 504
Rhode Island	39	3/ 39	39	39	40	40	40	40
South Carolina	1,792	1,752	1,680	109	105	93	93	93
South Dakota	3,433	3,216	3,409	3,239	1,804	762	233	231
Tennessee	194	164	150	153	151	149	147	146
Texas	7,932	6,735	2,925	1,757	1,273	1,216	1,151	1,123
Utah	40	40	40	40	40	40	40	40
Vermont	268	60	268	260	273	274	274	272
Virginia	125	124	125	128	132	134	140	138
Washington	1,792	1,389	628	447	341	328	320	314
West Virginia	430	55	55	55	55	55	55	55
Wisconsin	7,662	7,490	6,038	3,264	493	457	449	5/ 436
Wyoming	400	384	356	241	180	157	79	60
Outlying areas:								
American Samoa	—	—	1	1	1	1	1	1
Canal Zone	—	—	1	1	1	1	1	1
Guam	1	—	1	1	1	1	1	1
Puerto Rico	—	—	78	1	1	1	1	1
Virgin Islands	—	—	—	1	1	1	1	1
Trust Territory of the Pacific Islands	—	—	—	—	1	1	1	1

1/ Source: Statistics of Public Elementary and Secondary Day Schools, Fall 1973 (74-155)
2/ Beginning 1967-68, includes Alaska and Hawaii.
3/ Includes jointures (two or more systems combined for the purpose of operating schools), each counted as a single administrative unit.
4/ Data for 1956-57 school year.
5/ Data for 1937.
6/ Revised from previously published data.

Note.—Data in parentheses are for territorial years and are not included in the totals.

TABLE VI

-Number of local education agencies (school systems), by size of enrollment and by State: United States, Fall 1973

State	Total	Operating systems, by size of enrollment 1/								Non-operating systems 2/
		25,000 or more	10,000 to 24,000	5,000 to 9,999	2,500 to 4,999	1,000 to 2,499	600 to 999	300 to 599	Under 300	
1	2	3	4	5	6	7	8	9	10	11
United States	16,338	186	562	1,146	2,225	3,682	1,898	2,316	4,723	360
Alabama	126	5	5	32	46	34	3	1	—	—
Alaska	32	1	1	1	[illegible]	3	2	6	15	—
Arizona	276	3	8	13	16	49	34	43	108	15
Arkansas	383	1	3	11	20	68	68	115	97	2
California	1,045	26	83	105	106	165	88	138	334	—
Colorado	181	4	10	6	14	34	19	36	58	—
Connecticut	165	1	16	25	34	45	11	20	13	—
Delaware	24	—	3	7	9	4	1	—	—	—
District of Columbia	1	1	—	—	—	—	—	—	—	—
Florida	67	15	12	13	10	3	—	—	—	—
Georgia	188	9	8	26	39	69	11	6	—	—
Hawaii	1	1	—	—	—	—	—	—	—	—
Idaho	115	—	2	7	11	23	22	20	30	—
Illinois	1,057	3	20	50	99	277	191	196	221	3
Indiana	304	5	18	23	75	143	21	13	6	1
Iowa	451	1	6	13	22	102	130	153	24	—
Kansas	309	3	1	7	20	[illegible]	84	86	30	—
Kentucky	188	3	3	24	55	[illegible]	16	15	3	—
Louisiana	66	7	13	26	14	6	—	—	—	—
Maine	230	—	1	4	16	67	14	31	97	36
Maryland	24	6	9	5	4	—	—	—	—	—
Massachusetts	336	3	16	47	77	84	45	32	32	40
Michigan	593	4	25	59	103	210	71	36	83	3
Minnesota	438	4	11	23	33	108	96	121	42	4
Mississippi	150	1	4	17	37	63	7	1	—	—
Missouri	576	3	14	21	30	110	97	119	182	—
Montana	430	—	2	2	9	15	18	51	333	32
Nebraska	1,281	2	1	5	9	25	39	111	1,089	75
Nevada	17	2	—	1	3	5	3	—	3	—
New Hampshire	156	—	2	3	11	31	21	24	64	11
New Jersey	579	3	18	54	97	159	80	88	80	23
New Mexico	88	1	4	6	16	13	15	12	21	—
New York	734	5	39	90	154	244	81	68	53	17
North Carolina	150	6	25	44	47	26	2	—	—	—
North Dakota	336	—	2	2	4	9	25	65	229	31
Ohio	621	7	20	72	169	267	67	13	6	—
Oklahoma	637	2	4	8	20	67	76	149	311	—
Oregon	338	1	4	14	28	46	35	43	167	1
Pennsylvania 3/	504	2	29	84	191	178	18	2	—	—
Rhode Island	40	—	5	5	15	6	3	5	1	—
South Carolina	93	3	13	21	20	31	3	2	—	—
South Dakota	220	—	2	1	8	22	35	65	87	11
Tennessee	144	4	9	36	41	33	11	11	1	—
Texas	1,120	16	34	41	94	207	153	227	348	3
Utah	40	4	4	5	8	8	5	4	2	—
Vermont	245	—	—	1	3	21	22	46	150	27
Virginia	134	9	14	28	40	37	2	3	1	4
Washington	314	5	12	23	32	51	45	50	96	—
West Virginia	55	1	11	19	10	14	—	—	—	—
Wisconsin	434	3	11	17	49	151	100	75	28	—
Wyoming	60	—	2	—	7	15	6	12	18	—

1/ Source: Education Directory of Public School Systems, 1973-74 (OE-74-11701).
2/ Source: Statistics of Public Elementary and Secondary Day Schools, Fall 1973 (74-155).
3/ Includes jointures (two or more school systems combined for the purpose of operating schools), each counted as a single administrative unit.

TABLE VII

--Number of public schools by type, including one-teacher schools, by State or other area: United States, 1973-74

State or other area	Total elementary and secondary schools	Schools with elementary grades only				Schools with secondary grades only					Combined elementary secondary schools
		Total	Middle schools	One-teacher schools	Other elementary schools	Total	Junior high schools	Senior high schools	Junior-Senior high schools	Vocational/ technical high schools	
1	2	3	4	5	6	7	8	9	10	11	12
United States 1/	88,655	62,749	2,627	1,365	58,757	23,585	7,462	11,205	4,445	473	2,321
Alabama	1,340	516	—	—	516	287	58	48	181	—	537
Alaska	338	244	8	53	183	40	16	25	17	2	34
Arizona	794	603	35	16	552	188	62	122	4	—	3
Arkansas	1,192	716	41	1	674	474	97	103	274	—	—
California	7,037	5,531	NA	60	5,471	2,506	443	1,058	5	—	—
Colorado	1,232	815	41	7	766	411	140	164	81	6	6
Connecticut	1,132	889	99	—	790	243	NA	136	18	14	—
Delaware	200	139	22	—	117	50	17	28	2	3	2/ 11
District of Columbia	191	135	—	—	135	54	30	14	5	5	2
Florida	1,941	1,430	143	1	1,286	466	191	233	42	—	35
Georgia	1,799	1,121	NA	—	1,121	335	NA	NA	335	NA	343
Hawaii	219	160	—	—	160	51	22	21	8	—	8
Idaho	553	370	17	18	335	173	39	80	34	—	10
Illinois	4,581	3,385	106	—	3,279	1,123	386	647	60	30	73
Indiana	2,172	1,469	42	—	1,427	526	148	235	114	9	177
Iowa	1,989	1,293	—	—	3/1,293	696	239	313	144	—	—
Kansas	1,654	1,145	47	7	1,091	509	131	332	32	14	—
Kentucky	1,481	1,123	78	13	1,032	358	61	208	84	5	—
Louisiana	1,438	843	74	2	767	384	136	176	32	--	211
Maine	860	729	32	21	667	139	21	88	31	—	10
Maryland	1,337	991	54	2	935	311	130	125	36	20	35
Massachusetts	2,512	1,927	118	—	1,809	585	213	261	34	57	—
Michigan	4,018	2,907	128	35	2,744	1,111	489	423	197	—	—
Minnesota	1,818	1,180	20	2	1,158	632	131	144	337	—	6
Mississippi	1,083	654	56	1	597	429	106	112	171	40	—
Missouri	2,239	1,344	47	1	1,496	715	194	277	244	—	—
Montana	839	641	4/	151	5/ 490	198	26	172	—	—	—
Nebraska	1,076	1,478	14	546	918	398	62	102	234	—	—
Nevada	235	179	—	7	172	76	28	20	28	—	—
New Hampshire	443	362	28	6	336	83	16	40	27	—	20
New Jersey 3/	2,477	2,052	138	—	1,914	425	93	258	37	6/ 37	—
New Mexico	648	426	27	1	398	216	100	63	48	6/ 5	7/ 6
New York	4,436	3,099	236	7	2,856	1,145	408	443	258	36	192
North Carolina	2,031	1,430	—	—	1,430	479	132	284	41	—	8/122
North Dakota	794	495	4	59	432	299	41	79	179	—	—
Ohio	4,149	3,149	424	3	2,722	1,019	277	604	136	—	1
Oklahoma	1,881	1,179	33	—	1,146	701	210	358	117	16	1
Oregon	1,284	.946	58	25	863	.333	102	193	.38	—	.5
Pennsylvania	4,320	3,094	127	5	2,962	1,197	313	378	291	55	189
Rhode Island	391	324	17	3	304	64	23	35	4	—	3
South Carolina	1,190	814	113	—	701	344	72	148	77	47	9/ 32
South Dakota	900	678	11	217	450	222	27	176	15	4	—
Tennessee	1,763	1,329	—	8	1,312	370	108	192	70	--	73
Texas	5,303	3,254	--	--	3,254	2,049	877	1,172	—	--	—
Utah	557	373	6	—	367	167	81	59	27	—	9/ 17
Vermont	418	340	11	8	321	38	18	13	35	—	12
Virginia	1,791	1,237	—	—	1,237	473	191	247	—	35	10/ 81
Washington	1,716	1,131	64	18	1,047	539	193	250	96	—	46
West Virginia	1,298	950	20	7	11/923	348	140	92	86	30	—
Wisconsin	2,312	1,694	107	—	1,587	618	184	394	37	1	—
Wyoming	379	264	5	54	205	115	43	60	12	—	—
Outlying areas											
American Samoa	33	28	—	3	25	5	—	4	—	1	—
Canal Zone	22	17	—	—	17	5	1	1	3	—	—
Guam	38	29	—	—	29	9	6	2	—	1	—
Virgin Islands	32	25	—	1	24	5	2	2	1	—	2

1/ Source: Statistics of Public Elementary and Secondary Day Schools, Fall 1974 (NCES 76-143).
2/ Data represent all schools for handicapped students which are ungraded.
3/ Includes 102 special education schools.
4/ Data for column 4 are included in column 6.
5/ Represents data for school year 1972-73 instead of 1973-74. These data were added by NCES only for purposes of comparing data reported by other States.
6/ Includes 4 alternative high schools which are vocational schools for drop-outs.
7/ Includes 5 special education schools.
8/ Includes 31 special education schools.
9/ Data represent all special education schools.
10/ Includes 29 special education schools.
11/ Data include 5 schools which house only kindergarten and 2 special education schools.

TABLE VIII

Number of one-teacher schools, by State or other area: United States, various years, 1931-32 to 1973-74

State or other area	1931-32	1951-52	1961-62	1963-64	1965-66	1967-68	1969-70	1971-72	1973-74 1/
1	2	3	4	5	6	7	8	9	10
United States 2/	143,391	50,742	13,333	9,895	6,491	4,146	2,143	3/1,815	1/ 1,365
Alabama	2,900	654	136	91	60	7	—	—	—
Alaska	(34)	(43)	55	53	44	34	34	43	33
Arizona	159	79	38	31	26	64	19	22	16
Arkansas	3,707	414	73	51	25	5	2	2	1
California	1,538	495	213	174	143	102	—	75	60
Colorado	1,800	460	67	47	29	20	15	15	7
Connecticut	604	31	2	2	4	3	—	—	—
Delaware	109	39	17	16	2	2	1	—	—
District of Columbia	1	—	—	—	—	—	—	—	—
Florida	702	164	23	15	13	6	—	1	1
Georgia	3,388	865	9	9	3	—	—	—	—
Hawaii	(18)	(14)	8	—	—	—	—	—	—
Idaho	839	151	31	23	19	19	19	19	18
Illinois	10,041	1,526	21	15	3	2	2	—	—
Indiana	1,830	300	33	21	3	—	—	—	—
Iowa	9,279	4,384	352	224	20	10	—	—	—
Kansas	6,983	2,275	4/ 539	329	163	—	—	10	7
Kentucky	5,812	2,799	993	702	422	234	103	35	13
Louisiana	1,304	359	12	10	6	3	1	2	2
Maine	1,690	514	150	118	94	48	29	17	21
Maryland	833	75	11	10	11	3	2	2	2
Massachusetts	498	69	4	4	4	23	11	11	—
Michigan	6,141	2,538	316	5/ 547	318	22	48	47	35
Minnesota	6,888	3,482	1,067	884	748	499	179	—	2
Mississippi	2,830	1,326	48	32	9	2	1	1	1
Missouri	7,396	2,894	436	349	158	56	29	26	1
Montana	2,637	836	549	475	382	298	213	181	151
Nebraska	6,136	4,018	2,041	1,732	1,413	1,033	610	674	546
Nevada	198	93	28	21	20	17	17	15	7
New Hampshire	503	139	35	25	18	14	14	8	6
New Jersey	271	20	4	2	1	—	10	5	—
New Mexico	614	168	47	36	16	14	3	3	1
New York	7,340	775	78	85	6/ 85	—	10	—	7
North Carolina	1,688	226	25	18	1	—	—	—	—
North Dakota	4,754	2,601	652	390	271	174	84	73	39
Ohio	3,474	200	6	6	4	2	5	4	3
Oklahoma	3,106	935	238	178	106	44	—	—	—
Oregon	1,137	194	54	39	27	21	28	24	23
Pennsylvania	6,511	7/ 1,934	118	84	33	4	3	3	3
Rhode Island	75	20	1	1	1	1	1	4	3
South Carolina	1,637	678	7	5	—	—	1	—	—
South Dakota	4,731	2,936	1,812	1,530	1,258	895	379	315	217
Tennessee	3,080	1,323	299	186	92	32	18	14	8
Texas	3,100	371	87	36	20	19	20	—	—
Utah	80	25	15	8	6	4	3	3	—
Vermont	1,010	430	61	47	28	62	12	9	8
Virginia	2,607	798	162	93	28	13	3	—	—
Washington	899	115	55	38	8/ 38	—	8	21	18
West Virginia	4,402	2,106	632	399	213	91	95	33	7
Wisconsin	6,600	3,871	1,482	982	8	126	12	—	—
Wyoming	968	376	171	142	121	98	79	61	34
Outlying areas:									
American Samoa	13	—	2	2	—	—	—	2	3
Canal Zone	—	1	—	—	—	—	—	—	—
Guam	—	—	1	—	—	—	—	—	—
Puerto Rico	1,184	883	547	522	474	459	369	339	—
Trust Territory	—	—	—	—	30	13	—	—	—
Virgin Islands	6	9	6	3	—	—	—	—	1

1/ Source: Statistics of Public Elementary and Secondary Day Schools, Fall 1974 (NCES-76-143).
2/ Beginning 1961-62, includes Alaska and Hawaii.
3/ Includes estimate for nonreporting State.
4/ Represents only those one-teacher schools in systems operating no school other than a one-teacher school.
5/ Data as of June 30, 1964.
6/ Data for 1964-66.
7/ Data for 1930-31.

TABLE IX

--Relative sizes of school districts (systems) and schools, by State or other area: United States, 1973-74

State or other area	Total operating school systems 1/	Total elementary and secondary schools 1/	Total average daily attendance K to 12	Average number of— Schools per system	Pupils (ADA) per system	Pupils (ADA) per school
1	2	3	4	5	6	7
United States	16,340	88,635	41,438,054	5.4	2,536.0	467.4
Alabama	126	1,340	723,399	10.6	5,731.3	539.9
Alaska	32	338	77,866	10.6	2,433.3	230.4
Arizona	276	794	451,078	2.9	1,634.3	568.1
Arkansas	383	1,192	418,602	3.1	1,093.0	351.2
California	1,043	7,037	2/ 4,364,168	6.7	4,176.2	620.2
Colorado	181	1,232	532,248	6.8	2,940.6	432.0
Connecticut	165	1,132	615,443	6.9	3,730.0	543.7
Delaware	24	200	121,106	8.3	5,046.1	605.5
District of Columbia	1	191	125,953	191.0	125,953.0	659.4
Florida	67	1,941	1,401,774	29.0	20,922.0	722.2
Georgia	188	1,799	987,767	9.6	5,254.1	549.1
Hawaii	1	219	161,458	219.0	161,458.0	737.3
Idaho	115	553	173,795	4.8	1,511.3	314.3
Illinois	1,037	4,581	2,027,939	4.3	1,918.6	442.7
Indiana	304	2,172	1,078,939	7.1	3,549.2	496.8
Iowa	431	1,989	589,892	4.4	1,308.0	296.6
Kansas	309	1,654	428,388	5.4	1,386.4	259.0
Kentucky	188	1,481	652,364	7.9	3,470.0	440.5
Louisiana	66	1,438	761,393	21.8	11,539.3	529.6
Maine	230	860	228,360	3.7	992.9	265.5
Maryland	24	1,337	803,369	55.7	33,482.0	601.0
Massachusetts	356	2,512	1,066,005	7.1	2,994.4	424.4
Michigan	593	4,018	1,985,245	6.8	3,347.8	494.1
Minnesota	438	1,818	815,996	4.2	1,863.0	448.8
Mississippi	150	1,083	483,585	7.2	3,223.9	446.5
Missouri	576	2,259	891,564	3.9	1,547.9	394.7
Montana	650	839	160,870	1.3	247.5	191.7
Nebraska	1,281	1,876	303,198	1.5	236.7	161.6
Nevada	17	235	123,261	15.0	7,250.6	483.4
New Hampshire	156	465	156,518	3.0	1,003.3	336.6
New Jersey	579	3/ 2,477	4/ 1,328,399	4.3	2,294.3	536.3
New Mexico	88	648	254,986	7.4	2,897.6	393.5
New York	734	4,436	2,978,886	6.0	4,038.4	671.5
North Carolina	150	2,031	1,108,630	13.5	7,390.9	545.9
North Dakota	336	794	133,231	2.4	396.5	167.8
Ohio	611	4,169	2,162,033	6.7	3,481.5	518.6
Oklahoma	637	1,881	559,132	3.0	877.8	297.3
Oregon	338	1,284	429,480	3.8	1,270.7	334.5
Pennsylvania	3/ 504	4,320	2,125,465	8.6	4,217.2	492.0
Rhode Island	40	391	164,812	9.8	4,120.3	421.5
South Carolina	93	1,190	568,491	12.8	6,112.8	477.7
South Dakota	220	900	149,097	4.1	677.7	165.7
Tennessee	146	1,763	817,902	12.1	5,602.1	463.9
Texas	1,120	5,303	2,512,739	4.7	2,243.5	473.8
Utah	40	357	276,787	13.9	6,919.7	496.9
Vermont	245	410	99,375	1.7	405.6	242.4
Virginia	134	1,791	995,524	13.4	7,429.3	555.8
Washington	314	1,716	730,605	5.5	2,326.8	425.8
West Virginia	55	1,298	374,226	23.6	6,804.1	288.3
Wisconsin	4/ 436	2,312	876,167	5.3	2,009.6	379.0
Wyoming	60	379	80,104	6.3	1,335.1	211.4
Outlying areas:						
American Samoa	1	33	NR	33.0	NR	NR
Canal Zone	1	22	11,385	22.0	11,385.0	517.5
Guam	1	38	24,081	38.0	24,081.0	633.7
Puerto Rico	1	NR	NR	NR	NR	NR
Virgin Islands	1	32	20,372	32.0	20,372.0	642.9
Trust Territory of the Pacific Islands	1	NR	NR	NR	NR	NR

1/ Source: Statistics of Public Elementary and Secondary Day Schools, Fall 1973 (74-155).
2/ Includes excused absences.
3/ Data are for 1972-73 school year.
4/ Source: Revenues and Expenditures for Public Elementary and Secondary Education, 1973-74 (NCES 76-140).
5/ Includes jointures (two or more systems combined for the purpose of operating schools, each counted as a single administrative unit).
6/ Revised from previously published data.

TABLE X

-Instructional staff in public elementary and secondary schools, by type of position and by State or other area: United States, 1973-74

(In full-time equivalents)

State or other area	Total instructional staff	Type of position						
		Principals and assistant principals	Consultants or supervisors of instruction	Classroom teachers	Librarians	Guidance and counseling personnel	Psychological personnel	Other nonsupervisory instructional personnel 1/
1	2	3	4	5	6	7	8	9
United States	2,425,445	100,455	37,738	2,155,448	44,242	55,743	9,326	22,493
Alabama	36,542	1,458	366	34,818	—	(2/)	—	—
Alaska	4,532	199	79	4,044	103	98	5	—
Arizona	23,652	849	491	21,042	511	538	99	122
Arkansas	22,157	967	94	20,285	423	388	—	—
California	221,020	9,343	1,971	200,832	1,752	5,358	1,342	—
Colorado	29,933	1,416	478	26,302	455	723	88	279
Connecticut	40,586	1,133	762	36,573	538	1,135	445	—
Delaware	7,160	295	111	6,280	148	179	38	109
District of Columbia	8,436	369	212	7,193	181	289	55	136
Florida	79,522	3,312	1,218	67,516	2,243	3,222	1,576	1,435
Georgia	56,623	2,298	325	51,070	1,889	1,041	—	—
Hawaii	8,781	378	—	7,906	231	266	—	—
Idaho	9,343	408	127	8,279	167	227	43	14
Illinois	125,119	4,998	2,691	110,403	2,628	3,230	549	620
Indiana	55,435	2,545	703	49,873	830	1,365	138	71
Iowa	36,308	1,683	113	32,518	845	1,079	49	71
Kansas	28,880	1,392	245	25,377	823	618	119	306
Kentucky	34,894	1,464	347	31,170	1,158	734	18	3
Louisiana	42,807	1,438	547	38,804	1,139	854	25	—
Maine	12,378	559	193	11,226	156	254	9	1
Maryland	48,322	2,354	561	42,793	1,127	1,211	185	91
Massachusetts	70,609	3,193	1,722	61,943	1,257	2,187	307	—
Michigan	108,514	4,781	1,354	96,291	1,978	3,007	308	793
Minnesota	48,376	1,800	531	43,622	1,131	1,018	148	126
Mississippi	26,249	1,268	378	23,071	663	338	38	322
Missouri	53,981	2,313	808	48,001	1,147	1,530	—	182
Montana	9,767	387	122	8,733	252	273	—	—
Nebraska	19,515	796	407	17,156	462	463	31	—
Nevada	6,279	282	55	5,629	128	156	27	—
New Hampshire	8,673	441	110	7,512	111	275	—	224
New Jersey 3/	93,867	3,133	1,039	83,631	—	—	—	4/ 5,834
New Mexico	13,636	458	257	12,057	237	384	8	35
New York 3/	217,489	8,702	9,279	188,572	3,617	5,816	1,357	1,646
North Carolina	56,459	2,017	537	50,864	1,619	977	43	402
North Dakota	7,888	259	40	7,303	126	101	6	53
Ohio	115,726	5,002	844	102,739	2,077	3,031	492	3,541
Oklahoma	32,201	1,694	738	29,190	399	649	22	9
Oregon	27,700	1,219	412	24,072	697	828	27	245
Pennsylvania	126,748	3,770	1,828	113,721	2,139	3,283	437	1,570
Rhode Island	10,807	405	158	9,422	231	395	48	148
South Carolina	32,805	1,540	491	28,725	1,092	704	53	—
South Dakota	9,213	399	53	8,257	187	191	9	117
Tennessee	42,473	1,539	579	38,107	1,180	869	199	—
Texas	148,401	6,860	1,193	132,843	2,179	2,331	139	2,836
Utah	13,932	397	179	12,319	302	340	66	149
Vermont	7,043	388	77	6,024	162	231	3	176
Virginia	62,221	2,848	965	54,893	1,791	1,462	262	—
Washington	39,834	1,832	1,204	32,651	1,178	1,045	245	1,679
West Virginia	20,630	1,100	320	18,553	270	354	9	14
Wisconsin	56,639	2,121	356	50,251	1,211	1,338	233	1,019
Wyoming	5,400	233	38	4,808	91	114	22	94
Outlying areas:								
Canal Zone	666	20	13	611	4	18	—	—
Guam	1,423	74	14	1,248	34	53	5	—
Virgin Islands	1,365	39	40	1,214	26	36	—	—

1/ Includes audiovisual instructors, television instructors and other nonsupervisory instructional staff.
2/ Included with classroom teachers.
3/ Data from published annual State report.
4/ Includes librarians and guidance, psychological, and other nonsupervisory instructional staff.
5/ Data are number of full-time and part-time positions.

TABLE XI

—Enrollment in public elementary and secondary schools, by State or other area: United States, various years, 1870-71 to 1973-74

(In thousands)

State or other area	1870-71 1/	1899-1900	1929-30	1949-50	1959-60	1967-68	1969-70	1971-72	1973-74
1	2	3	4	5	6	7	8	9	10
United States 2/	7,562	15,503	25,678	25,111	36,087	44,742	46,383	46,834	46,441
Alabama	141	376	623	680	787	860	850	3/ 821	3/ 796
Alaska	—	—	(3)	(14)	44	67	85	88	98
Arizona	—	17	104	139	303	425	460	4/ 503	4/ 539
Arkansas	70	315	456	407	424	455	462	4/ 460	3/ 470
California	91	270	1,069	1,737	4/ 3,199	4/ 4,446	4/ 4,598	4/ 4,402	4/ 4,432
Colorado	4	118	240	229	394	536	567	595	602
Connecticut	114	155	319	373	477	628	655	4/ 677	4/ 667
Delaware	20	37	42	46	81	121	133	137	136
District of Columbia	13	47	81	94	122	158	149	146	4/ 138
Florida	14	109	346	450	993	1,394	1,515	1,570	3/ 1,653
Georgia	90	483	713	718	949	1,122	1,148	3/ 1,136	3/ 1,193
Hawaii	—	—	(72)	(90)	4/ 139	169	179	4/ 183	4/ 178
Idaho	1	37	121	122	163	184	188	4/ 195	192
Illinois	673	939	1,396	1,154	1,788	2,215	2,325	4/ 2,380	4/ 2,321
Indiana	450	565	647	690	989	1,181	1,224	4/ 1,231	4/ 1,226
Iowa	342	566	555	478	598	678	660	4/ 687	4/ 669
Kansas	90	390	431	348	479	554	549	540	4/ 439
Kentucky	178	500	588	563	631	702	724	738	732
Louisiana	58	196	435	483	693	863	884	874	4/ 870
Maine	153	131	154	138	195	230	241	247	246
Maryland	116	222	277	235	396	857	934	949	981
Massachusetts	274	475	759	632	4/ 861	1,093	1,148	4/ 1,191	4/ 1,212
Michigan	292	505	971	1,069	4/ 1,623	4/ 2,080	2,164	2,183	4/ 2,158
Minnesota	114	399	551	482	682	886	934	948	913
Mississippi	117	387	393	327	566	600	593	545	535
Missouri	330	720	656	644	821	1,031	1,078	1,088	1,070
Montana	3	39	120	104	145	178	3/ 180	4/ 183	4/ 172
Nebraska	23	288	325	228	283	336	343	3/ 340	3/ 324
Nevada	3	7	18	25	44	125	124	4/ 130	4/ 137
New Hampshire	72	84	74	73	106	143	158	170	176
New Jersey	169	383	792	675	1,031	3/1,432	3/ 1,533	1,536	3/ 1,599
New Mexico	1	37	102	149	231	285	279	303	292
New York	1,028	1,210	2,141	1,998	2,829	4/3,383	4/ 3,513	4/ 3,520	4/ 3,453
North Carolina	113	400	867	885	1,105	4/1,193	1,217	1,198	4/ 1,173
North Dakota	3	78	189	115	137	154	154	3/ 151	3/ 146
Ohio	719	829	1,278	1,203	1,906	4/2,359	4/ 2,434	4/ 2,439	4/ 2,378
Oklahoma	—	100	683	441	534	620	643	644	630
Oregon	21	89	203	235	389	483	498	498	494
Pennsylvania	835	1,152	1,937	1,550	1,928	2,318	2,387	2,400	2,369
Rhode Island	34	67	129	96	133	174	187	197	191
South Carolina	66	282	469	484	610	4/ 666	667	648	627
South Dakota	(5/)	99	166	118	134	178	173	172	165
Tennessee	140	485	628	660	810	907	917	936	913
Texas	64	660	1,308	1,254	2,068	4/2,616	2,728	2,812	2,911
Utah	17	73	138	134	236	304	312	315	317
Vermont	63	66	66	61	73	93	4/ 101	4/ 105	4/ 106
Virginia	131	371	563	598	842	1,053	1,109	1,110	1,123
Washington	9	115	343	401	4/ 609	4/ 782	820	4/ 805	4/ 788
West Virginia	77	233	396	438	460	426	413	3/ 418	3/ 421
Wisconsin	265	443	564	494	699	936	4/ 980	4/ 1,000	4/ 987
Wyoming	(5/)	13	35	60	81	87	3/ 86	3/ 86	3/ 86
Outlying areas:									
American Samoa	—	—	—	4	4/ 5	—	—	4/ 8	NA
Canal Zone	—	—	7	10	12	15	4/ 14	3/ 13	4/ 12
Guam	—	—	4	9	15	21	24	29	29
Puerto Rico	—	—	221	410	573	670	—	712	NA
Virgin Islands	—	—	3	5	7	1/ 11	—	4/ 19	4/ 22
Trust Territory of the Pacific Islands	—	—	—	—	—	—	—	1/ 27	NA

1/ Estimated.
2/ Beginning 1959-60, includes Alaska and Hawaii.
3/ Net enrollment.
4/ Enrollment not cumulative, but as of a specific date.
5/ Data from Current Expenditures by Local Education Agencies for Free Public Elementary and Secondary Education, 1969-70 (OE-72-34).
6/ Data from 1971-72 Montana Education Directory.
7/ Data from published annual State report.
8/ Included with North Dakota.
— Less than 500.

TABLE XII

-Percentage of total population enrolled in public elementary and secondary schools, by State or other area: United States, various years, 1870-71 to 1973-74

State or other area	1870-71 1/	1899-1900	1929-30	1949-50	1959-60	1967-68	1969-70	1971-72	1973-74
1	2	3	4	5	6	7	8	9	10
United States 2/	19.1	20.5	20.9	16.6	20.1	22.2	22.8	22.7	22.1
Alabama	13.9	20.6	23.5	22.2	24.1	23.5	24.7	3/23.5	3/22.4
Alaska	—	—	(5.8)	(13.7)	19.7	24.3	28.3	28.1	27.3
Arizona	—	13.4	23.8	22.1	23.2	24.4	26.0	4/27.0	4/26.0
Arkansas	13.7	24.0	24.6	21.3	23.7	22.9	24.0	4/23.6	4/23.1
California	15.6	18.2	18.8	17.7	4/20.4	4/23.5	4/23.0	4/22.7	4/21.6
Colorado	9.3	21.8	23.2	20.1	22.4	25.3	25.7	26.1	24.4
Connecticut	20.8	17.0	19.9	13.5	18.8	21.1	21.6	4/22.1	4/21.7
Delaware	15.6	20.0	17.8	15.4	18.1	22.3	24.6	24.5	23.7
District of Columbia	11.2	16.7	16.6	12.1	16.0	18.4	19.7	19.4	4/18.3
Florida	7.2	20.6	23.6	16.6	20.1	21.5	23.3	22.3	3/21.3
Georgia	4.1	21.8	24.5	20.8	24.1	24.2	25.0	3/24.6	3/24.8
Hawaii	—	—	(19.5)	—	4/22.0	22.2	23.3	4/23.2	4/21.2
Idaho	5.6	22.7	27.2	22.9	24.4	25.1	26.4	4/26.5	24.7
Illinois	26.0	19.9	18.3	13.2	17.7	20.3	20.9	4/21.3	4/20.8
Indiana	24.3	22.4	20.6	17.5	21.2	23.6	23.6	4/23.5	3/23.1
Iowa	28.2	25.4	22.4	18.1	24.7	23.2	23.4	4/24.0	4/23.4
Kansas	22.5	26.3	23.9	18.1	22.0	22.8	24.4	23.9	4/20.3
Kentucky	13.2	23.3	22.1	19.0	20.8	21.5	22.5	22.5	22.0
Louisiana	7.7	14.2	20.7	18.0	21.3	22.9	24.3	23.7	4/23.2
Maine	24.3	18.9	19.4	17.2	20.2	23.3	24.3	24.4	23.7
Maryland	14.6	18.7	17.0	14.2	19.2	22.4	23.6	23.7	24.1
Massachusetts	18.3	16.9	17.9	13.4	4/16.7	19.9	20.2	4/20.7	4/20.9
Michigan	24.0	20.9	20.0	16.7	4/20.8	4/23.7	24.4	24.3	4/23.8
Minnesota	24.5	22.8	21.5	16.1	20.0	23.8	24.5	24.4	23.5
Mississippi	13.7	24.9	29.6	24.1	26.0	24.9	26.7	24.2	23.1
Missouri	18.7	23.2	18.1	16.2	19.0	21.9	23.0	23.1	22.4
Montana	7.5	16.2	22.4	19.2	21.5	24.6	3/25.9	4/25.4	4/23.6
Nebraska	16.6	27.0	23.6	17.0	20.0	22.6	23.1	4/22.5	4/21.1
Nevada	7.0	15.8	19.8	22.6	23.3	25.7	25.4	4/25.5	4/24.9
New Hampshire	22.4	16.0	16.0	13.4	17.4	20.0	21.4	22.4	21.2
New Jersey	18.3	17.1	19.6	13.9	17.3	3/19.7	3/21.4	21.0	3/21.3
New Mexico	1.4	18.8	24.1	22.6	24.3	27.0	27.5	29.0	26.6
New York	23.2	16.6	17.0	13.4	16.9	4/18.4	4/19.3	4/19.2	4/19.0
North Carolina	10.5	21.1	27.3	21.7	24.3	4/23.6	23.9	23.2	4/22.1
North Dakota	9.3	24.3	24.9	18.4	21.6	23.4	24.9	3/24.0	3/23.0
Ohio	24.5	19.9	19.3	15.1	19.6	4/22.5	4/22.8	4/22.7	4/22.1
Oklahoma	—	25.0	26.5	19.8	22.9	23.6	25.1	24.8	23.6
Oregon	21.6	21.6	21.2	19.3	22.0	23.4	23.8	23.3	22.4
Pennsylvania	23.2	18.3	20.1	14.7	17.0	19.3	20.2	20.2	20.0
Rhode Island	15.1	15.7	17.3	12.2	15.5	18.5	19.7	20.5	19.8
South Carolina	9.1	21.0	27.0	23.3	25.6	4/24.5	25.7	24.6	23.0
South Dakota	(8/)	24.6	23.9	17.9	22.6	25.0	26.0	3/	24.2
Tennessee	10.9	24.0	24.0	20.0	22.7	22.2	23.4	23.4	22.3
Texas	7.3	21.6	22.5	17.5	21.6	4/24.3	24.4	24.4	24.6
Utah	18.6	26.4	27.2	24.4	26.3	29.2	29.3	26.8	27.8
Vermont	19.8	19.2	18.3	16.0	18.7	22.7	4/22.7	4/23.1	4/22.7
Virginia	10.5	20.0	23.2	18.0	21.2	22.5	23.9	23.5	23.2
Washington	18.6	22.2	22.1	19.3	4/21.3	4/24.4	24.1	4/23.4	4/23.0
West Virginia	16.9	24.2	22.9	21.8	24.7	23.0	23.7	3/23.6	3/23.5
Wisconsin	24.6	21.5	19.2	14.3	17.7	22.0	4/22.2	4/22.4	4/21.7
Wyoming	3/ 4.6	15.7	24.1	23.2	24.7	27.0	3/25.9	3/25.4	3/24.1
Outlying areas:									
American Samoa	—	—	—	—	4/27.2	27.6	—	NA	NA
Canal Zone	—	—	16.0	21.1	26.3	24.8	4/31.8	NA	NA
Guam	—	—	—	—	21.8	20.9	28.2	NA	NA
Puerto Rico	—	—	14.3	22.8	24.4	24.3	—	NA	NA
Trust Territory	—	—	—	—	—	27.0	—	NA	NA
Virgin Islands	—	—	13.9	—	21.3	3/20.8	—	NA	NA

TABLE XIII

-Pupil transportation service data, by State or other area: United States, 1973-74 1/

State or other area	Average daily attendance of pupils transported at public expense: Public school pupils: Number transported	Public school pupils: Percent of average daily attendance	Public school pupils: Non-public school pupils transported	Number of pupils for whom subsistence was paid in lieu of transportation	School bus accidents in which children were killed or fatally injured: Number of accidents	School bus accidents in which children were killed or fatally injured: Pupils killed	Total number of vehicles: Publicly owned: Large buses	Publicly owned: Other vehicles	Privately owned: Large buses	Privately owned: Other vehicles	Number of vehicles purchased during the year: Publicly owned: School buses	Publicly owned: Other vehicles	Privately owned: School buses
1	2	3	4	5	6	7	8	9	10	11	12	13	14
United States	21,3[illegible]039	31.5	622,921	136,093	42	43	2/172,405	14,742	44,017	14,540	3/18,864	1,407	3,111
Alabama	425,08[illegible]	58.8	—	—	1	1	4/ 5,512	3/415	(4/)	(3/)	5/1/ 407	(4/)	(3/)
Alaska	34,670	44.5	437	—	—	—	106	1	392	19	NA	NA	NA
Arizona	183,480	48.7	—	—	—	—	1,087	6/ 34	197	1	275	15	15
Arkansas	249,449	39.6	—	—	3	2	3,722	235	229	—	335	24	—
California	1,500,000	30.6	—	—	—	1	8,039	2,526	3,230	1,900	81	251	530
Colorado	212,447	39.9	—	81	—	—	2,831	512	209	373	378	39	17
Connecticut	388,776	63.2	31,283	—	2	1	303	97	2,814	547	41	13	—
Delaware	80,343	66.5	9,610	19	—	—	127	5	1,013	7	13	1	71
District of Columbia	2,088	1.7	NA	NA	—	—	88	22	—	—	31	—	—
Florida	633,885	45.2	—	19	1	1	5,301	418	916	—	691	—	149
Georgia	648,320	64.8	NA	NA	—	—	5,556	191	113	—	630	91	—
Hawaii	60,000	24.8	—	—	—	—	18	—	502	30	7	—	—
Idaho	93,411	53.7	—	643	—	—	1,216	—	372	—	130	—	NA
Illinois 9/	745,521	36.8	49,695	NA	4	2	NA	NA	NA	NA	NA	NA	NA
Indiana	651,608	60.4	17,715	—	—	—	4,645	—	2,685	15	394	—	116
Iowa	286,174	48.5	—	747	2	2	3,856	[illegible]	47	87	394	—	32
Kansas	160,189	37.4	2,153	2,543	3	4	3,392	370	815	—	452	27	NA
Kentucky	437,702	67.1	12,772	—	1	1	4,816	117	605	80	599	NA	NA
Louisiana	568,272	74.6	41,696	—	1	1	2,253	4	4,192	118	365	—	277
Maine	164,729	73.0	4,359	—	—	—	1,179	9	478	68	223	2	55
Maryland	528,750	65.8	2,187	19	1	1	1,291	96	2,554	68	230	21	NA
Massachusetts	627,992	58.9	39,621	230	1	1	496	212	5,293	1,324	7/ 909	—	(7/)
Michigan	913,927	46.0	38,187	NA	1	1	9,864	500	NA	200	1,500	200	—
Minnesota	480,441	60.0	38,913	114	4	4	4,012	348	3,868	184	442	21	NA
Mississippi	293,508	40.7	—	—	2	2	3,643	442	16	1	430	24	—
Missouri	618,186	70.5	—	—	—	—	5,411	48	2,739	—	7/1,000	—	(7/)
Montana	57,219	35.6	—	484	—	—	693	—	690	3,109	NA	NA	NA
Nebraska	65,839	21.7	—	NA	—	—	1,831	823	149	136	191	62	8
Nevada	44,438	36.1	—	123	—	—	561	90	8	—	20	—	1
New Hampshire	87,382	55.8	5,817	—	—	—	137	5	808	163	NA	NA	NA
New Jersey	10/612,458	46.1	(10/)	15,795	—	—	3,051	838	6,307	2,258	483	NA	NA
New Mexico	127,816	33.1	—	—	—	—	179	11	1,464	111	11	3	199
New York	10/1,657,489	55.6	(10/)	—	5	5	8,770	1,356	5,362	3,283	NA	NA	NA
North Carolina	736,158	65.5	—	2	—	—	10,892	754	—	—	1,032	102	—
North Dakota	55,181	41.4	—	734	—	—	1,138	76	530	—	NA	NA	NA
Ohio	1,208,893	35.9	132,098	32,985	4	4	10,303	27	338	43	1,291	—	—
Oklahoma	266,869	48.1	NA	—	1	—	4,062	220	334	—	494	36	—
Oregon	259,390	60.4	2,570	NA	2	2	2,549	179	734	100	250	NA	82
Pennsylvania	1,364,144	64.2	136,009	1	2	2	9,997	243	8,233	2,292	693	47	866
Rhode Island	94,290	58.4	8,474	30	1	1	343	131	528	54	25	24	61
South Carolina	384,644	67.7	—	33	—	—	5,895	430	—	30	525	58	—
South Dakota	53,049	34.9	1,136	3,196	—	1	1,026	452	388	100	7/ 163	—	(7/)
Tennessee	496,489	60.7	—	—	—	—	4,188	323	1,321	65	361	32	111
Texas	694,718	37.6	—	—	—	2	9,826	353	NA	NA	1,300	211	NA
Utah	93,338	33.7	—	143	—	—	963	253	71	10	97	35	—
Vermont	71,394	72.0	410	72,004	—	—	548	23	362	116	81	NA	NA
Virginia	731,036	73.3	—	1,196	—	—	7,723	3	NA	NA	800	1	NA
Washington	380,798	52.1	—	2,049	1	1	3,855	501	391	121	237	47	NA
West Virginia	281,972	75.3	—	1,834	—	—	2,910	—	7	47	307	—	7
Wisconsin	512,814	58.5	34,880	2	—	—	3,026	210	4,803	557	225	NA	375
Wyoming	29,791	37.2	—	939	—	—	648	NA	158	NA	NA	NA	NA
Outlying areas:													
Canal Zone	3,618	23.0	170	—	—	—	—	—	—	—	—	—	—
Guam	24,080	100.0	4,064	—	—	—	240	6	—	—	62	1	—
Virgin Islands	19,140	93.0	4,245	—	1	1	2	2	62	—	2	2	—

1/ Data are shown to the extent reported.
2/ Total includes 308 jointly owned buses (Arizona, 1; Georgia, 36; Indiana, 209; Louisiana, 31; and Tennessee, 21).
3/ Total includes 15 jointly owned buses purchased (Indiana, 11; Louisiana, 2; and Tennessee, 2).
4/ Data for column 10 included in column 8.
5/ Data for column 11 included in column 9.
6/ Data for column 13 included in column 12.
7/ Data for column 14 included in column 13.
8/ Includes administrative vehicles, erroneously included in the Arizona report in 1971-72.
9/ The Illinois State Department of Public Instruction no longer collects data on the number of vehicles in use to transport pupils to and from school.
10/ Data for column 4 included in column 3.

TABLE XIV

.—Revenues for public elementary and secondary education, from Federal,
(In thousands

State or other area	Total revenues	Federal						
		Total	Vocational Education Act	School lunch and special milk programs		National Defense Education Act	Elementary and Secondary Education Act	School assistance to federally affected areas P.L. 874 & P.L. 815
				Cash reimbursements	Value of commodities			
1	2	3	4	5	6	7	8	9
United States	$58,230,992	$4,930,351	$366,197	$1,076,639	$337,849	$26,341	$1,442,680	$530,025
Alabama	677,190	119,125	12,836	31,679	7,677	752	45,345	7,934
Alaska 1/	170,034	48,943	1,593	1,331	2/1,111	—	3,914	33,546
Arizona	637,816	39,142	5,612	9,131	3,295	33	12,816	16,914
Arkansas	375,151	64,122	2,785	17,236	4,192	345	23,881	2,797
California	6,583,613	498,578	24,083	76,493	35,210	2,704	145,148	76,637
Colorado	717,882	48,216	2,001	9,924	4,094	114	13,423	12,384
Connecticut	1,019,395	46,617	5,308	10,337	3,332	300	21,455	3,293
Delaware	220,941	16,467	1,477	3,107	1,060	179	5,155	2,514
District of Columbia	240,561	76,722	1,736	8,834	603	13	17,467	3,560
Florida	1,861,793	185,197	17,739	45,188	13,483	635	53,227	16,757
Georgia	992,361	169,533	20,115	35,235	11,078	2,060	47,275	9,835
Hawaii	252,252	24,921	1,059	4,017	1,826	307	5,919	10,319
Idaho	184,978	23,672	1,485	5,943	1,237	7	5,507	3,439
Illinois	3,287,336	170,420	11,642	47,673	10,470	831	69,195	9,328
Indiana	1,189,308	83,053	13,685	22,726	7,000	485	31,209	2,885
Iowa	735,789	49,922	1,719	14,048	5,870	180	20,293	2,216
Kansas	526,676	44,649	3,083	9,848	6,630	130	15,150	8,128
Kentucky	634,057	98,383	8,735	28,889	7,440	219	37,817	3,337
Louisiana	850,312	118,300	5,063	42,696	11,782	717	38,163	3,169
Maine	255,466	22,453	2,438	5,961	1,519	171	8,964	2,692
Maryland	1,270,477	87,786	6,313	17,113	4,684	700	22,127	28,469
Massachusetts	1,853,063	92,631	7,694	19,530	7,326	152	34,451	10,331
Michigan	3,036,872	156,895	12,872	19,727	9,348	342	65,979	6,380
Minnesota	1,288,877	63,470	4,827	21,284	5,933	230	25,379	3,054
Mississippi	415,048	98,768	6,361	27,957	6,951	92	43,176	3,536
Missouri	1,111,644	87,746	8,904	20,145	8,392	39	29,707	8,086
Montana 1/	262,209	27,682	3,573	2/3,198	2/1,006	—	8,004	6,872
Nebraska	333,606	32,104	2,348	5,634	2,919	241	9,147	8,720
Nevada	159,403	10,981	1,255	1,555	364	26	2,902	3,374
New Hampshire	180,149	11,894	1,810	2,628	679	28	3,494	2,701
New Jersey 3/	2,324,334	138,695	3,072	3/28,285	3/5,898	6	60,307	13,344
New Mexico	293,288	35,814	3,029	10,353	2,683	14	12,361	14,054
New York	6,617,893	365,251	15,160	72,074	2/13,971	730	171,824	14,442
North Carolina	1,159,313	174,344	11,433	49,064	14,604	2,299	56,154	7,680
North Dakota	170,984	20,694	2,209	3,187	1,344	62	5,048	4,995
Ohio	2,672,603	1[illegible],223	25,492	46,306	12,090	903	69,390	10,538
Oklahoma	560,639	73,[illegible]	4,076	13,521	4,083	1,022	24,161	12,129
Oregon	643,645	50,217	2,637	8,483	4,369	294	14,723	3,701
Pennsylvania	3,317,317	284,228	18,330	42,433	13,253	1,640	76,553	10,145
Rhode Island	248,758	17,78[illegible]	949	3,333	1,062	65	3,397	3,394
South Carolina	591,457	99,356	8,075	29,096	6,819	1,541	35,183	6,744
South Dakota	170,279	26,304	997	4,357	4,77[illegible]	24	6,162	4,959
Tennessee	834,922	107,806	7,517	26,329	10,7[illegible]	483	39,060	6,915
Texas	2,715,335	325,140	24,203	83,973	22,7[illegible]	4,292	100,629	38,161
Utah	301,554	29,616	1,760	3,818	3/[illegible],814	282	8,741	7,472
Vermont	145,797	8,342	425	1,302	750	31	4,200	132
Virginia	1,229,508	149,744	12,928	30,352	8,625	161	42,756	37,464
Washington	1,051,794	86,493	3,117	12,908	5,086	198	18,507	14,216
West Virginia	377,160	47,491	4,804	12,739	3,017	162	22,440	813
Wisconsin	1,272,310	49,270	3,033	14,574	4,326	30	21,979	1,830
Wyoming	107,543	10,452	1,559	1,460	699	—	3,787	2,824
Outlying areas:								
Canal Zone	16,621	4/16,621	—	—	—	—	—	—
Guam	55,171	19,343	305	793	179	29	3,247	431
Virgin Islands 3/	32,023	4,983	182	1,237	3/236	29	1,357	142

1/ Data from various published and unpublished reports and partially estimated by BCES.
2/ Data from U.S. Department of Agriculture reports.
3/ Data from published annual State report.

TABLE XV

State, and local sources, by State or other area: United States, 1973-74
of dollars)

Federal—Continued			Local, including intermediate				
Economic Opportunity Act	All other Federal revenue	Total State	Total	Taxation and appropriations	Tuition and fees	Other local	State or other area
10	11	12	13	14	15	16	17
$63,527	$875,093	$24,113,409	$29,187,132	$27,277,434	$83,760	$1,825,938	United States
—	12,662	411,700	146,365	88,342	—	57,823	Alabama
—	7,428	89,166	31,925	31,866	39	—	Alaska 1/
—	11,341	186,734	391,940	267,680	919	123,341	Arizona
—	12,686	178,412	132,617	125,129	285	7,203	Arkansas
27,027	111,284	2,791,762	3,293,073	2,969,823	245	323,005	California
17	6,257	253,990	415,656	398,860	312	16,284	Colorado
—	2,392	350,410	422,368	417,347	194	4,827	Connecticut
—	2,973	159,129	45,345	42,556	461	2,328	Delaware
237	44,272	—	163,839	126,379	—	37,460	District of Columbia
794	37,372	1,048,158	628,438	579,573	2,288	46,577	Florida
12	43,923	436,637	383,391	367,679	3,503	12,209	Georgia
904	570	224,217	3,114	3,114	—	—	Hawaii
—	6,012	79,733	81,573	72,372	647	8,554	Idaho
3,352	15,729	1,111,352	2,005,544	1,938,619	17,518	59,427	Illinois
1,650	3,211	456,129	650,126	629,581	1,103	19,440	Indiana
205	5,391	264,731	421,136	411,195	694	9,247	Iowa
—	1,680	211,336	270,691	256,579	—	14,112	Kansas
2,988	8,937	343,227	192,447	185,705	1,152	5,590	Kentucky
2,040	14,670	488,516	243,496	223,313	238	19,945	Louisiana
73	636	99,165	133,848	132,184	201	1,463	Maine
2,923	5,542	611,223	671,468	662,049	2,565	6,854	Maryland
1,985	10,962	586,729	1,173,703	1,158,319	3,483	11,901	Massachusetts
—	42,047	1,350,636	1,529,341	1,183,260	6,126	239,855	Michigan
—	2,763	737,113	488,294	444,288	45	43,961	Minnesota
611	10,084	219,599	96,681	89,242	326	7,113	Mississippi
1,015	11,468	391,261	632,657	536,687	817	93,153	Missouri
—	5,027	67,780	166,767	166,480	287	—	Montana 1/
—	3,095	71,332	229,950	225,923	—	4,025	Nebraska
202	1,403	59,127	89,295	84,753	214	4,328	Nevada
—	552	13,941	154,314	153,383	302	429	New Hampshire
—	27,363	361,665	1,623,974	1,588,067	—	35,907	New Jersey 1/
2,529	11,591	178,638	58,836	51,610	284	6,942	New Mexico
—	77,050	2,595,986	3,456,454	3,305,113	4,111	147,232	New York
170	30,942	693,524	291,643	257,384	430	33,918	North Carolina
61	3,566	64,853	83,437	74,283	344	8,810	North Dakota
—	6,304	841,676	1,659,704	1,551,349	3,785	104,570	Ohio
726	12,045	267,491	219,383	163,457	357	55,569	Oklahoma
1,224	14,986	160,434	432,974	402,855	521	29,598	Oregon
7,020	104,850	1,532,412	1,500,667	1,427,355	7,801	65,311	Pennsylvania
—	1,142	91,998	138,998	137,273	48	1,675	Rhode Island
342	11,506	333,151	139,000	149,438	1,278	8,284	South Carolina
—	5,094	28,231	115,744	111,329	110	4,305	South Dakota
—	16,718	366,484	360,632	350,519	1,086	9,027	Tennessee
—	49,516	1,229,366	1,160,829	1,086,440	9,977	64,412	Texas
1,106	3,622	161,649	110,289	99,184	1,137	9,968	Utah
—	462	48,780	88,675	84,972	385	3,318	Vermont
—	17,478	423,347	636,417	616,958	3,379	16,080	Virginia
1,828	30,833	506,697	458,604	436,855	3,333	18,416	Washington
283	3,233	215,605	114,064	109,844	498	3,722	West Virginia
—	3,498	477,126	745,914	722,091	149	23,674	Wisconsin
—	1,123	35,821	61,270	58,272	452	2,546	Wyoming
							Outlying areas:
—	16,621	—	—	—	—	—	Canal Zone
154	11,825	35,808	—	—	—	—	Guam
—	1,710	27,040	—	—	—	—	Virgin Islands 1/

1/ Distribution by program not available.
Data received too late to include in detail tables.

TABLE XVI

—Percent distribution of revenues for public elementary and secondary education from Federal, State, and local sources, by State or other area: United States, 1973-74 1/

State or other area	Total revenues	Federal							State	Local, including intermediate			
		Total	Vocational Education Act	School lunch and special milk programs: Cash reimbursements	School lunch and special milk programs: Value of commodities	Elementary and Secondary Education Act	School assistance to federally affected areas: PL 815 and PL 874	All other Federal revenue		Total	Taxation and appropriation	Tuition and fees	Other local
1	2	3	4	5	6	7	8	9	10	11	12	13	14
United States	100.0	8.5	0.6	1.8	0.6	2.9	0.9	1.7	41.4	50.1	46.8	0.1	3.1
Alabama	100.0	17.6	1.9	4.7	1.1	6.7	1.2	2.0	60.8	21.6	13.1	—	8.5
Alaska	100.0	28.8	.9	0.8	.7	2.3	19.7	4.4	52.4	18.8	18.8	(2/)	—
Arizona	100.0	9.3	.9	1.4	.5	3.0	2.7	1.8	29.3	61.5	42.0	.1	19.3
Arkansas	100.0	17.1	.7	4.6	1.1	6.4	.7	3.5	47.6	35.4	33.4	.1	1.9
California	100.0	7.6	.4	1.2	.5	2.2	1.2	2.1	42.4	50.0	45.1	(2/)	4.9
Colorado	100.0	6.7	.3	1.4	.6	1.9	1.7	.9	35.4	57.9	55.6	.1	2.3
Connecticut	100.0	4.6	.5	1.0	.5	2.1	.3	0.3	34.4	61.1	60.6	(2/)	0.5
Delaware	100.0	7.5	.7	1.4	.5	2.3	1.1	1.4	72.0	20.5	19.3	.2	1.1
District of Columbia	100.0	31.9	.7	3.7	.3	7.3	1.5	18.5	—	68.1	52.5	—	15.6
Florida	100.0	9.9	1.0	2.4	.7	2.9	.9	2.1	56.3	33.8	31.1	.1	2.8
Georgia	100.0	17.1	2.0	3.6	1.1	4.8	1.0	4.6	44.3	38.6	37.0	.4	1.2
Hawaii	100.0	9.9	.4	1.6	.7	2.3	4.1	.7	88.9	1.2	1.2	—	—
Idaho	100.0	12.6	.8	3.2	.7	3.0	1.9	3.3	43.1	44.1	39.1	.4	4.6
Illinois	100.0	5.2	.4	1.5	.3	2.1	.3	.7	33.8	61.0	58.7	.5	1.8
Indiana	100.0	7.0	1.2	1.9	.6	2.6	.2	.5	38.4	54.7	52.9	.1	1.6
Iowa	100.0	7.0	.2	2.0	.8	2.8	.3	.8	37.0	56.0	54.7	.1	1.3
Kansas	100.0	8.5	.6	1.9	1.3	2.9	1.5	.3	40.1	51.4	48.7	—	2.7
Kentucky	100.0	15.5	1.4	4.6	1.2	6.0	.5	1.9	54.1	30.4	29.3	.2	.9
Louisiana	100.0	13.9	.6	5.0	1.4	4.5	.4	2.0	57.5	28.6	26.3	(2/)	2.3
Maine	100.0	8.8	1.0	2.3	.6	3.5	1.1	.3	38.8	52.4	51.7	.1	.6
Maryland	100.0	6.4	.3	1.2	.3	1.6	2.1	.7	44.6	49.0	48.3	.2	.5
Massachusetts	100.0	5.0	.4	1.1	.4	1.9	.6	.7	31.7	63.3	62.5	.2	.6
Michigan	100.0	5.2	.4	.7	.3	2.2	.2	1.4	44.5	50.4	42.3	.2	7.9
Minnesota	100.0	4.9	.4	1.7	.5	2.0	.2	.2	57.2	37.9	34.5	(2/)	3.4
Mississippi	100.0	23.8	1.3	6.7	1.7	10.4	.9	2.6	52.9	23.3	21.5	.1	1.7
Missouri	100.0	7.9	.8	1.8	.8	2.7	.7	1.1	35.2	56.9	48.3	.1	8.6
Montana	100.0	10.6	1.4	1.2	.4	3.1	2.6	1.9	25.8	63.6	63.5	.1	—
Nebraska	100.0	9.6	.7	1.7	.9	2.7	2.6	1.0	21.4	68.9	67.7	—	1.2
Nevada	100.0	6.9	.8	1.0	.2	1.8	2.1	1.0	37.1	56.0	53.2	.1	2.7
New Hampshire	100.0	6.6	1.0	1.5	.4	1.9	1.5	.3	7.7	85.7	85.3	.2	.3
New Jersey	100.0	6.0	.1	1.2	.3	2.6	.6	1.2	24.2	69.9	68.3	—	1.5
New Mexico	100.0	19.0	.7	3.6	.9	4.2	4.8	4.8	60.9	20.1	17.6	.1	2.4
New York	100.0	5.5	.2	1.1	.2	2.6	.2	1.2	39.2	55.3	53.0	.1	2.2
North Carolina	100.0	15.0	1.0	4.2	1.4	4.8	.7	2.9	59.8	25.2	22.2	(2/)	2.9
North Dakota	100.0	12.1	1.3	1.9	.9	3.0	2.9	2.2	39.1	48.8	43.4	.2	5.2
Ohio	100.0	6.4	1.0	1.7	.5	2.6	.4	.3	31.5	62.1	58.1	.1	3.9
Oklahoma	100.0	13.2	.7	2.8	.7	4.3	2.2	2.5	47.7	39.1	29.2	.1	9.9
Oregon	100.0	7.8	.4	1.3	.7	2.3	.6	1.5	24.9	67.3	63.6	.1	4.6
Pennsylvania	100.0	8.6	.9	1.3	.4	2.3	.3	3.4	44.2	45.2	43.0	.2	2.0
Rhode Island	100.0	7.1	.4	2.1	.4	2.3	1.4	.5	37.0	55.9	55.2	(2/)	.7
South Carolina	100.0	16.8	1.4	4.9	1.2	5.9	1.1	2.3	56.3	26.9	25.3	.2	1.4
South Dakota	100.0	15.4	.6	2.6	2.8	3.6	2.9	3.0	16.6	68.0	63.4	.1	2.5
Tennessee	100.0	12.9	.9	3.2	1.3	4.7	.8	2.1	43.9	43.2	42.0	.1	1.1
Texas	100.0	12.0	1.0	3.1	.8	3.7	1.4	2.0	45.3	42.8	40.0	.4	2.4
Utah	100.0	9.8	.6	1.9	.9	2.3	2.5	1.7	53.6	36.6	32.9	.4	3.3
Vermont	100.0	5.7	.3	1.6	.5	2.9	.1	.3	33.3	60.8	58.2	.3	2.3
Virginia	100.0	12.2	1.1	2.5	.7	3.5	3.0	1.4	34.4	53.4	52.6	.3	.3
Washington	100.0	8.2	.3	1.2	.5	1.8	1.4	3.1	48.2	43.6	41.5	.3	1.8
West Virginia	100.0	12.6	1.3	3.4	.8	6.0	.2	1.0	57.2	30.2	29.1	.1	1.0
Wisconsin	100.0	3.9	.2	1.1	.3	1.7	.1	.3	37.5	58.6	56.8	(2/)	1.9
Wyoming	100.0	9.7	1.5	1.4	.7	2.6	2.6	1.0	33.3	57.0	54.2	.4	2.4
Outlying areas:													
Canal Zone	100.0	100.0	—	—	—	—	—	100.0	—	—	—	—	—
Guam	100.0	35.1	.6	3.4	.3	5.9	5.1	11.8	64.9	—	—	—	—

1/ This table is to be used in conjunction with table 29, which presents fully annotated data on amounts of receipts.
2/ Less than 0.05 percent.

TABLE XVII

—Percent distribution of expenditures for public schools, by purpose and by State or other area: United States, 1973-74 1/

State or other area	Total expenditures, all schools	Current expenditures for elementary and secondary day schools							Current expenditures, other programs	Capital outlay	Interest on school debt
		Total	Administration	Instruction	Operation of plant	Maintenance of plant	Fixed charges	Other school services			
1	2	3	4	5	6	7	8	9	10	11	12
United States	100.0	87.8	4.0	57.2	6.7	2.6	9.9	7.4	0.8	8.7	2.7
Alabama	100.0	92.4	3.3	58.8	3.9	3.1	11.2	13.2	—	6.6	1.0
Alaska	100.0	85.1	6.3	56.1	10.6	—	4.7	7.3	—	12.1	2.8
Arizona	100.0	79.9	4.4	56.2	6.6	2.4	4.1	6.2	—	18.6	1.5
Arkansas	100.0	86.1	4.8	55.0	5.2	2.3	8.3	10.4	.1	11.2	2.6
California	100.0	90.3	4.6	61.3	6.2	3.1	10.3	4.7	1.2	6.9	1.6
Colorado	100.0	82.2	3.3	56.6	6.2	2.4	7.7	6.1	.2	14.4	3.2
Connecticut	100.0	93.0	3.3	64.3	7.6	2.2	8.7	6.9	.7	3.6	2.7
Delaware	100.0	82.7	4.3	51.9	7.3	2.3	8.7	7.6	1.2	12.1	4.0
District of Columbia	100.0	83.5	3.3	53.9	7.6	3.0	4.7	10.9	.2	16.3	—
Florida	100.0	88.3	3.3	61.0	6.5	3.1	7.8	6.7	.4	9.5	1.8
Georgia	100.0	85.3	4.1	55.0	5.9	2.3	8.0	10.1	1.6	10.5	3.6
Hawaii	100.0	86.1	4.7	56.4	3.9	2.3	11.2	7.6	—	13.5	.4
Idaho	100.0	86.4	4.4	56.0	6.6	2.7	9.6	7.0	—	12.0	1.7
Illinois	100.0	88.6	4.1	57.4	8.8	2.2	8.3	7.6	.6	8.8	2.1
Indiana	100.0	81.7	2.5	54.0	7.7	2.3	8.6	6.7	1.1	14.6	2.6
Iowa	100.0	90.3	4.5	57.5	10.2	—	7.9	8.2	.5	7.3	2.1
Kansas	100.0	94.6	4.2	60.8	7.7	2.4	11.3	8.2	.1	3.7	1.6
Kentucky	100.0	90.6	3.9	59.8	5.9	2.2	6.5	12.3	.2	5.2	4.0
Louisiana	100.0	89.0	5.9	54.8	5.0	2.8	6.0	14.4	.5	7.8	2.7
Maine	100.0	86.2	3.8	56.8	7.2	2.1	7.1	9.2	2.4	9.3	2.0
Maryland	100.0	84.8	2.7	55.5	7.5	2.7	9.8	6.7	.4	12.8	2.8
Massachusetts	100.0	89.7	3.6	60.4	10.6	2.8	5.1	7.3	.5	6.2	3.6
Michigan	100.0	87.5	3.9	57.6	7.7	2.5	11.3	4.6	.7	8.1	3.7
Minnesota	100.0	85.8	3.6	56.3	7.4	1.9	8.9	7.9	1.4	8.9	3.9
Mississippi	100.0	92.6	3.6	59.1	4.5	2.5	7.7	14.2	.7	6.7	1.1
Missouri	100.0	87.9	3.5	60.1	6.5	3.3	6.4	8.2	1.6	8.2	2.3
Montana	100.0	91.3	4.5	54.5	6.6	3.0	14.5	8.2	—	6.9	1.8
Nebraska	100.0	86.5	5.7	54.8	6.7	3.0	8.0	6.3	.4	9.5	3.6
Nevada	100.0	81.3	3.0	56.8	7.0	2.8	6.5	5.1	(2/)	13.4	5.3
New Hampshire	100.0	85.7	4.3	57.5	6.9	2.1	6.3	8.5	.2	11.3	2.8
New Jersey	100.0	87.9	3.6	56.4	7.1	2.9	10.2	7.6	.3	8.8	3.0
New Mexico	100.0	84.0	3.6	54.2	5.8	2.8	8.4	9.1	3.7	11.3	1.0
New York	100.0	89.3	3.9	53.6	7.8	—	15.9	8.2	.8	6.8	3.1
North Carolina	100.0	90.5	3.3	60.9	4.2	2.7	10.3	9.1	.1	8.2	1.2
North Dakota	100.0	90.1	3.3	55.7	7.5	2.8	7.2	12.4	.1	8.0	1.9
Ohio	100.0	88.3	4.5	56.5	7.7	2.1	11.7	5.8	.4	8.8	2.4
Oklahoma	100.0	88.6	4.6	55.1	6.3	4.8	10.1	8.3	.3	9.8	1.3
Oregon	100.0	91.2	6.8	57.7	7.0	3.4	9.8	6.9	.2	7.0	1.6
Pennsylvania	100.0	86.1	3.6	53.1	10.8	—	12.8	7.4	2.6	7.3	4.8
Rhode Island	100.0	95.8	4.4	63.5	7.3	2.2	10.5	7.9	.1	1.3	2.9
South Carolina	100.0	86.6	3.9	56.5	4.8	2.4	9.1	9.9	.9	10.2	2.5
South Dakota	100.0	89.3	5.0	56.4	6.8	2.8	7.4	11.7	.5	9.1	1.1
Tennessee	100.0	88.6	3.7	57.4	5.9	2.3	10.7	8.7	.7	9.9	.8
Texas	100.0	82.2	4.8	58.9	7.9	—	3.5	7.2	.2	13.3	4.3
Utah	100.0	78.3	3.2	49.5	5.3	3.0	11.4	5.8	2.3	17.5	3.9
Vermont	100.0	87.6	5.4	55.5	7.6	2.8	8.1	8.3	(2/)	9.4	2.9
Virginia	100.0	85.7	2.6	58.7	5.8	3.6	7.3	7.7	.6	11.0	2.9
Washington	100.0	89.6	4.3	59.8	6.9	2.5	10.6	6.3	.2	7.3	2.8
West Virginia	100.0	90.5	3.7	57.2	6.1	3.0	9.0	11.4	1.1	7.6	.6
Wisconsin	100.0	88.7	3.1	57.5	7.1	2.8	11.4	6.9	1.1	7.2	3.0
Wyoming	100.0	76.9	4.6	53.0	7.3	—	6.4	5.7	.3	20.6	2.2
Outlying areas:											
Canal Zone	100.0	98.1	3.4	46.8	8.4	6.3	8.9	4.0	.6	1.3	—
Guam	100.0	65.3	3.5	47.3	2.9	.7	1.6	10.3	.2	34.6	—

1/ This table is to be used in conjunction with table 31, which presents fully annotated data on amounts of expenditures.
2/ Less than 0.05 percent.

TABLE XVIII

--Current expenditures for administration of public school State boards of education and departments of education, by State: United States, 1973-74

(In thousands of dollars)

State	Total expenditures for State administration (col. 3 + col. 7)	State boards of education (including vocational boards) 1/				State departments of education 1/				
		Total	Expenses of board members	Salaries of staff	Supplies, travel, and other expenses	Total	Salaries		Plant operation and maintenance personnel	Supplies, travel, and other expenses
							Administrative and professional staff	Secretarial and clerical personnel		
1	2	3	4	5	6	7	8	9	10	11
United States	$421,886	$4,865	$401	$3,306	$958	$417,021	$234,763	$34,349	$775	$147,134
Alabama	6,861	18	16	—	2	6,843	2/4,472	(2/)	—	2,371
Alaska 3/	4,294	—	—	—	—	4,294	1,047	1,916	—	1,331
Arizona	5,767	(4/)	—	—	—	4/5,767	1,929	979	—	2,859
Arkansas	4,954	96	4	92	—	4,858	1,823	855	101	2,078
California	48,735	—	—	—	—	48,735	2/28,048	(2/)	—	20,687
Colorado	4,852	1,159	16	886	257	3,693	1,333	501	—	1,859
Connecticut	6,427	11	3	—	8	6,416	2/4,018	(2/)	—	2,398
Delaware	2,433	5	2	—	3	2,428	1,348	381	—	699
District of Columbia	—	—	—	—	—	—	—	—	—	—
Florida	15,457	19	—	—	19	15,438	2/8,816	(2/)	—	6,622
Georgia	16,195	332	66	266	—	15,863	5,332	2,706	138	7,687
Hawaii 3/	11,784	80	55	20	5	11,704	5,130	2,194	—	4,380
Idaho	2,219	46	18	16	12	2,173	745	438	—	990
Illinois	13,565	1,405	—	1,089	316	10,160	2/7,401	(2/)	—	2,759
Indiana	4,774	(4/)	—	—	—	4/4,774	2,304	1,310	—	1,160
Iowa	4,701	21	21	—	—	4,680	2,482	888	—	1,310
Kansas	3,881	77	4	37	36	3,804	1,565	743	7	1,489
Kentucky	7,180	9	4	1	4	7,171	3,521	1,272	203	2,175
Louisiana	9,620	63	63	—	—	9,557	3,668	2,256	—	3,633
Maine	2,969	22	4	13	5	2,947	1,142	356	—	1,249
Maryland	8,633	(4/)	—	—	—	4/8,633	2/5,267	(2/)	—	3,366
Massachusetts 3/	10,999	(4/)	—	—	—	4/10,999	2/7,898	(2/)	—	3,101
Michigan	17,870	65	50	15	—	17,805	2/14,307	(2/)	—	3,498
Minnesota	8,046	21	14	1	6	8,025	4,119	953	—	2,953
Mississippi	5,014	—	—	—	—	5,014	2,198	841	—	1,975
Missouri	4,746	10	10	—	—	4,736	6/3,086	6/845	—	6/805
Montana 3/	2,973	—	—	—	—	2,973	2/1,725	(2/)	—	1,248
Nebraska	5,981	7	4	—	3	5,974	2/4,002	(2/)	—	1,972
Nevada	1,925	12	12	—	—	1,913	901	452	—	560
New Hampshire	2,264	4	3	—	1	2,260	1,310	470	—	480
New Jersey 3/	13,766	—	—	—	—	13,766	2/9,009	(2/)	—	4,757
New Mexico	2,915	33	18	7	8	2,882	1,146	717	—	1,019
New York	40,036	46	—	46	—	39,990	6/2/27,993	(2/)	(2/)	6/11,997
North Carolina	13,722	9	9	—	—	13,713	6,511	2,514	19	4,669
North Dakota	1,802	463	7	319	137	1,339	653	310	22	354
Ohio	9,631	53	38	8	17	9,578	2/7,048	(2/)	—	2,530
Oklahoma	6,442	9	9	—	—	6,433	3,603	745	—	2,085
Oregon	5,573	23	9	9	5	5,550	2,012	768	175	2,595
Pennsylvania	15,893	124	15	34	75	15,769	2/10,632	(2/)	—	5,137
Rhode Island	3,257	48	20	14	14	3,209	1,705	470	—	1,034
South Carolina	8,442	47	24	20	3	8,395	2/4,693	(2/)	—	3,702
South Dakota	2,155	12	10	—	2	2,143	854	355	—	934
Tennessee	8,032	43	9	28	6	7,989	3,889	1,327	109	2,664
Texas	12,914	27	27	—	—	12,887	6,919	2,704	—	3,264
Utah	5,432	(4/)	—	—	—	4/5,432	2,256	1,101	—	2,075
Vermont	2,545	341	2	339	—	2,204	1,307	293	—	604
Virginia	6,774	12	12	—	—	6,762	2/3,805	(2/)	—	2,957
Washington	6,338	72	13	46	13	6,266	2/3,640	(2/)	—	2,626
West Virginia	3,551	15	14	—	1	3,536	1,912	742	—	882
Wisconsin	7,598	—	—	—	—	7,598	3,165	1,571	—	2,862
Wyoming	1,949	6	6	—	—	1,943	874	276	—	793

1/ Data are shown to the extent reported.
2/ Data for column 9 included in column 8.
3/ Data are for 1972-73 and supplemented by reports required under Title V, Elementary and Secondary Education Act.
4/ Data for column 3 included in column 7.
5/ Includes expenditures for administration at the local level.
6/ Distribution estimated by NCES.
7/ Data for columns 9 and 10 included in column 8.

TABLE XIX

--Current expenditures for instruction in public elementary and secondary schools, by State or other area: United States, 1973-74

(In thousands of dollars)

State or other area	Total expenditures for instruction	Total salaries of instructional staff	Other expenditures for instruction						
			Total	Salaries of clerical assistants to instructional personnel	Salaries of teacher aides and paraprofessionals	Free textbooks 1/	School library books	Teaching supplies	Other instructional expenses
1	2	3	4	5	6	7	8	9	10
United States	$32,608,632	$28,110,476	$4,498,176	$1,304,342	$366,975	$359,763	$131,501	$836,610	$1,298,765
Alabama	393,389	349,634	43,755	(3/)	7,389	4,972	2,738	3/18,618	9,838
Alaska 3/4/	105,488	92,829	12,659	(3/)	(3/)	(3/)	(3/)	(3/)	3/12,659
Arizona	321,783	4/270,917	50,866	9,092	(5/)	3,767	2,321	9,740	24,006
Arkansas	210,983	176,431	34,552	3,414	1,737	6,941	3,247	9,038	10,175
California	3,660,442	3,024,129	636,313	201,345	119,679	25,820	13,642	(7/)	3/273,007
Colorado	407,441	350,436	57,005	13,711	11,378	4,637	5,167	11,371	10,741
Connecticut	582,455	518,676	63,779	30,474	—	6,176	3,904	13,933	7,292
Delaware	105,279	91,292	13,987	3,233	3,091	976	409	4,406	1,872
District of Columbia	130,787	108,382	22,405	4,500	4,804	3,427	255	3,937	6,482
Florida	1,013,649	866,999	146,650	80,241	—	11,714	2,458	21,468	30,769
Georgia	569,125	508,583	60,542	15,142	9,776	3,169	5,678	7,836	18,941
Hawaii	140,242	121,423	18,819	5,352	2,047	349	221	6,242	4,308
Idaho	97,441	86,808	10,633	1,249	975	1,881	973	2,924	1,949
Illinois	1,763,117	1,573,438	189,679	74,339	15,433	13,820	14,837	44,351	24,679
Indiana	727,000	663,934	63,066	20,890	14,280	608	8,453	14,895	3,940
Iowa	426,495	378,923	47,572	10,764	7,801	(8/)	(8/)	3/26,893	2,114
Kansas	309,298	279,835	29,463	8,807	2,079	606	3,914	10,660	3,397
Kentucky	339,348	304,177	35,171	6,877	4,004	3,428	8,048	3,919	4,895
Louisiana	463,031	412,704	52,327	8,798	9,511	4,578	872	235	28,332
Maine	148,504	124,781	23,723	2,947	2,033	1,960	1,595	5,122	9,866
Maryland	698,688	603,283	95,385	30,855	24,893	8,371	4,703	17,399	8,941
Massachusetts	1,038,643	907,304	131,339	24,941	18,613	15,242	10,532	58,137	5,874
Michigan	1,760,349	1,477,079	283,270	53,460	48,951	15,071	11,415	46,826	107,547
Minnesota	717,696	614,077	103,619	22,220	17,350	7,793	9,340	29,987	16,729
Mississippi	243,294	211,418	31,878	5,070	9,513	3,273	2,644	8,613	2,765
Missouri	625,638	548,363	77,093	3/22,514	(9/)	14,827	5,211	14,740	19,304
Montana 3/4/	111,349	101,328	10,041	(3/)	(3/)	(3/)	(3/)	(3/)	3/10,041
Nebraska	221,938	188,343	33,615	5,496	403	3,740	3,439	7,475	12,842
Nevada	92,741	78,096	14,645	8,158	—	1,203	434	4,849	—
New Hampshire	106,826	93,485	13,341	2,231	2,037	1,383	1,273	3,615	2,781
New Jersey 3/4/	1,362,613	1,237,118	125,497	42,650	—	13,534	14,580	36,382	16,351
New Mexico	158,513	135,800	22,713	5,299	5,498	3,018	2,021	4,159	2,720
New York	3,715,145	3,130,955	584,190	9/199,578	(9/)	43,717	(10/)	98,173	10/242,722
North Carolina	684,961	611,518	73,443	10,618	12,779	9,399	1,634	19,333	19,880
North Dakota	82,575	72,082	10,493	1,733	1,510	1,311	1,333	3,306	1,298
Ohio	1,453,648	1,211,668	241,980	25,293	20,095	14,906	7,331	30,297	143,858
Oklahoma	311,107	267,169	43,938	17,553	—	6,057	3,577	9,767	6,985
Oregon	384,764	296,871	87,897	9,022	16,743	3,758	4,818	13,880	19,676
Pennsylvania	1,748,225	1,492,435	255,790	56,703	48,618	20,727	18,358	56,423	54,961
Rhode Island	144,150	127,250	16,900	3,523	2,010	1,513	399	3,310	6,145
South Carolina	331,458	4/301,265	30,193	7,391	(6/)	5,618	2,587	9,377	3,010
South Dakota	91,639	81,164	10,475	1,514	1,796	1,240	1,268	3,358	1,299
Tennessee	446,676	408,313	38,363	5,300	14,734	6,038	3,131	7,341	1,819
Texas	1,638,039	1,423,007	213,032	39,893	59,667	25,536	10,406	53,047	24,903
Utah	157,939	136,177	21,762	4,303	4,596	2,132	1,785	5,091	3,855
Vermont	74,832	62,956	11,876	2,077	985	711	1,393	2,533	4,177
Virginia	724,129	632,737	91,392	23,564	18,121	6,210	8,603	20,709	14,183
Washington	592,959	503,364	89,595	44,614	—	6,851	3,398	23,340	11,390
West Virginia	214,591	188,921	25,670	4,843	8,002	3,506	2,496	4,928	2,895
Wisconsin	707,355	603,081	104,474	19,934	13,843	7,099	9,812	21,297	32,467
Wyoming	68,385	57,118	11,267	2,790	—	(11/)	404	3,919	11/4,154
Outlying areas:									
Canal Zone	11,749	9,826	1,423	393	332	273	74	45	304
Guam	23,749	16,719	7,030	1,304	744	401	83	833	3,451

1/ Includes expenditures for textbooks purchased by State for distribution to local education agencies.
2/ Data for column 5 included in column 9.
3/ Data from Revenues and Expenditures for Public Elementary and Secondary Education, 1973-74 (HCES 76-140).
4/ Distribution estimated by NCES.
5/ Data in column 10 include data for columns 5 through 9.
6/ Data for column 6 included in column 3.
7/ Data for column 9 included in column 10.
8/ Data for columns 7 and 8 included in column 9.
9/ Data for column 6 included in column 5.
10/ Data for column 8 included in column 10.
11/ Data for column 7 included in column 10.

APPENDIX II

MONTANA PUBLIC SCHOOLS, 25 TEACHERS OR LESS 1977/78 *

Number of Teachers Elementary & High School	Number of Schools	Total Teachers
1	97	97
2	63	126
3	16	48
4	14	56
5	8	40
6	6	36
7	6	42
8	6	48
9	8	72
10	8	80
11	11	121
12	10	120
13	5	65
14	11	154
15	4	60
16	7	112
17	6	102
18	9	162
19	10	190
20	4	80
21	3	63
22	2	44
23	5	115
24	3	72
25	6	150
TOTAL	328	2255
5 to 25 Teachers	138	1928

* Prepared by the Montana Education Association staff